

ES.77:6/8

EDUCATIONAL RESOURCES INFORMATION CENTER

August 1971

Volume 6 Number 8

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ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/Office of Education
National Center for Educational Communication

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution
Accession numbers

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IMPORTANT NOTICES

As of the January 1971 issue, **Research in Education** no longer carries a Project Section on current research.

As of February 21, 1971, Leasco Information Products, Inc. will provide ERIC Document Reproductions. See page 224 for new pricing guidelines.

Volume 6 Number 8 August 1971

Research in Education

ED 049 396-050 297

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IMPORTANT NOTICES

NOTICES IN RESEARCH IN EDUCATION

Volume 8 Number 8 August 1977

Research in Education

Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 19 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT RESUMÉ SECTION

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DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Pub Date—15 Apr 66**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Contract—OEC-4-16-023**

Alternate source for obtaining documents. **Note—129 p. speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **EDRS Price MF-\$0.75 HC-\$5.24**

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). * **64**

Clearinghouse accession number. **AA 000 223**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project. **Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449**

Report Number and/or Bureau Number—assigned by originator. **Report No.—NDEA-VIIB-449**

Descriptive Note. **Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli. Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors. **The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.**

Informative Abstract. **(AL)**

Abstractor's initials. **(AL)**

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

SPECIAL NOTICE

Prices for Documents
Announced in the Résumé Section
as Available from EDRS
have changed.

Consult Page 224
for New Pricing Guidelines.

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AA—Leasco Systems and Research.....	5	LI—Library and Information Sciences.....	52-58
AC—Adult Education.....	5-13	PS—Early Childhood Education.....	58-62
AL—Linguistics.....	13-15	RC—Rural Education and Small Schools.....	62-69
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JC—Junior Colleges.....	48-52	UD—Disadvantaged.....	110-115
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AA

ED 049 396 AA 000 691

Harvey, James
College and University Planning.
ERIC Clearinghouse on Higher Education,
Washington, D.C.
Pub Date May 71

Note—6p.; Currents '71 n2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Information Systems, *Institutional Research, *Planning, *Program Planning, Simulation

This issue of "Currents" reviews some of the recent developments in planning techniques for colleges and universities; statewide or regional planning problems are not considered. Following a discussion of planning and its benefits, the process of planning is reviewed and two case studies of planning are examined. Special attention is focused on goals and such programming strategies as Planning-Programming-Budgeting Systems and computer-assisted planning. (Author)

ED 049 397 AA 000 692

Harvey, James
College Trustees
Pub Date Jun 71

Note—5p.; Currents '71 n3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board Candidates, Educational Administration, *Governance, *Governing Boards, *Higher Education, Management Development, Presidents, Teacher Administrator Relationship, *Trustees

This short review examines the recent literature describing the trustee, his views, the board and its functions, and gives suggestions to improve the performance of governing boards. Included is a discussion of (1) authority and duties of governing boards, (2) presidential selection, (3) the trustee and his views, (4) arguments about the role of trustees, (5) diversifying boards of trustees and the results, (6) suggestions for improving board performance, and (7) concluding remarks. (WM)

ED 049 398 AA 000 693

Olliger, John McCarthy, Colleen
Lifelong Learning or Lifelong Schooling? A Tentative View of the Ideas of Ivan Illich with a Quotational Bibliography.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education; Syracuse Univ., N.Y. Publications Program in Continuing Education.
Pub Date Jul 71

Note—102p.

Available from—Publications in Continuing Education, 105 Roney Lane, Syracuse, N.Y. 13210 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education, *Adult Educators, Annotated Bibliographies, *Continuous Learning, Developing Nations, Educational Innovation, *Educational Philosophy, Educational Problems, Literacy Education, Opinions, Organizations (Groups)

Identifiers—Center for Intercultural Documentation, Freire (Paulo), *Illich (Ivan)

Recent writings on the life and thought of Ivan Illich are summarized in this paper. Attention is focused on his missionary training activities, his subsequent involvement with the Center for Intercultural Documentation in Cuernavaca, Mexico, and the influence of a Brazilian adult educator, Paulo Freire, on Illich's social and educational thinking. Finally, Illich's own views on public education and the learning process are set forth. He calls for the abolition of compulsory schooling in view of what he considers the idolatrous worship of formal education and certification, and the institutional failures of education, around the world. Illich also urges that the drift of adult education toward institutional status be reversed to help make way for informal educational networks based on mutual inquiry and on lifelong access to educational opportunities of one's own choosing. Included are 157 references. (LY)

AC

ED 049 399 AC 008 327

Smith, Robert M., Ed. And Others
Handbook of Adult Education.

Adult Education Association of U.S.A., Washington, D.C.
Pub Date 70

Note—594p.

Available from—The Macmillan Company, 866 Third Avenue, New York, N.Y. 10022

Document Not Available from EDRS.

Descriptors—*Adult Education, *Adult Education Programs, Adult Educators, Bibliographies, Educational Philosophy, Information Sources, Institutional Role, *Institutions, *Organizations (Groups), *Program Content, Research

The 1970 edition of this handbook is an attempt to reflect the totality of adult education -- its background, function, objectives, and roles -- as a discipline and in American society. It is divided into three parts. Part I discusses forms, functions, and the future of adult education -- so-

cial setting and international dimension for adult education, program development and evaluation, information resources and services, technology, research and theory, philosophical considerations, and adult educators. Part II contains papers on institutional forms and arrangements in adult education -- colleges and universities, public schools, libraries and museums, cooperative extension service, armed forces, labor unions, business and industry, health and welfare agencies, religious institutions. The third part outlines program areas -- curriculum and content, adult basic education, education for the family, social and public responsibilities, vocational and technical education, continuing and self fulfillment education. Three appendixes present a directory of participating organizations of the Committee of Adult Education Organizations, information sources in adult education, and the contents of past handbooks. (PT)

ED 049 400 AC 008 798

Jackson, Edgar N.

Group Counseling; Dynamic Possibilities of Small Groups.

Pub Date 69

Note—138p.

Available from—United Church Press, 1505 Race St., Philadelphia, Pa. 19102

Document Not Available from EDRS.

Descriptors—Camping, Changing Attitudes, Children, *Christianity, *Church Programs, Counselor Training, *Group Counseling, Group Dynamics, High School Students, Junior High School Students, Parents, *Religious Education, Young Adults, Youth

The volume begins with a discussion of the dynamic nature of small group processes and, more specifically, with how the group might develop social concerns, religious awareness, its own discipline, and the stimulation of individual growth. Group methods for work with junior high youth, senior high youth, young adults, and parents are reviewed. Further chapters deal with group experience evaluation, the selection and training of group counselors, and group counseling in relation to the future of Christian education. (DM)

ED 049 401 AC 008 801

Thompson, Margaret Anne
Professionalization and the New Careerist.

Minnesota Univ., Minneapolis.
Spons Agency—Department of Labor, Washington, D.C.

Pub Date 69

Note—82p.; M.A. Thesis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Human Services, *Indigenous Personnel, Individual Development, Interagency Cooperation, Masters Theses, *Poverty Programs, Professional Training, Role Perception, *Status, *Subprofessionals, Task Performance, University Extension

Identifiers—Minneapolis, New Careers

This master's thesis is centered around the whole issue of whether New Careerists become more professionally oriented as time goes by, and if so, whether they are able to preserve their low-income characteristics and orientation and retain their ability to perform a bridging function in the low-income community at the same time. The instrument used to survey attitudes of the New Careerists was based on the marginal man theory and statistical analysis of the data gathered from the questionnaire. It was hypothesized that their marginal status would hinder professionalization in terms of attitudes and skills acquisition. The subjects were 200 New Careerists in Minneapolis, Minnesota. The data indicated that New Careerists did become professionalized but only in specific ways (professional mandate and universalistic criteria of judgment) and that the marginality hypothesis was not supported. The implication was that while New Careerists were professionalized to a degree, the bridging function was not lost. They took on professional ways of handling their job situations, while maintaining their loyalties and characteristics as members of the low income community. (DM)

ED 049 402

AC 008 839

Colton, Helen

Adults Need Sex Education Too.

Pub Date 70

Note—127p.

Available from—Family Forum, 1539 N. Courtney Ave., Los Angeles, Calif. 90046 (\$2.10 per single copy, quantities at reduced prices)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Changing Attitudes, *Cultural Factors, Mental Health, Political Attitudes, Racism, *Research Needs, *Sex Education, Socioeconomic Influences, Technological Advancement

Identifiers—Sexophobia

This volume examines attitudes toward sexual behavior, the cost of sexual ignorance, the need for research in the area of the relationship between sex and mental health, the new emerging holistic sexual philosophy, changing attitudes toward selected sexual behaviors, the meaning of sexual maturity, the role of the parent as sex educator, the relationship between sex and politics, the relationship between sex and racism, and the impact on sexual behavior and future technological developments. The complex of sexual attitudes underlying racism is given the term sexophobia. New and more open attitudes toward sex education and behavior are urged and it is argued that adults need sex education just as much as young people. (DM)

ED 049 403

AC 010 039

The New York College Proficiency Examination Program.

New York State Education Dept., Albany.

Pub Date [71]

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Policy, *College Credits, Colleges, *Equivalency Tests, Health Education, Knowledge Level, Languages, Liberal Arts, Nursing, Professional Education, Sciences, Special Degree Programs, *State Programs, Universities

Identifiers—New York State

The New York Proficiency Examination Program was established by the State Education Department with the cooperation of colleges and universities of the State in an effort to open up the educational opportunities to individuals who had acquired college level knowledge in ways other than through regular classroom attendance. The first section of this document discusses the background of the program; study aids and special adult degree programs; and poses and answers important questions about the program. Descriptions of examinations in arts and sciences, foreign languages, health education sciences, nursing sciences, and professional education are provided in the second section. The third section contains policy statements of colleges and universities regarding the granting of College Proficiency Examination credit. (PT)

ED 049 404

AC 010 043

Blackie, John

Report of an Inspection of the National Extension College, Cambridge.

National Extension Coll., Cambridge (England).

Pub Date 70

Note—30p.

Available from—The National Extension College, Cambridge, England (6 shillings)

Document Not Available from EDRS.

Descriptors—Correspondence Courses, *Correspondence Schools, *Educational Quality, Facilities, *High School Curriculum, *Inspection, *Instructional Staff, Reports, Student Characteristics, Teacher Qualifications, Test Results

Identifiers—Great Britain, *National Extension College

A former member of Her Majesty's Inspectorate spent nearly a year in analyzing the work of the National Extension College and in subjecting it to the most rigorous tests he could devise; as far as known, this was the first such inspection to take place in England. He found it to be a serious educational institution with well qualified tutors. The written O and A courses are well designed to lead students who persevere to success in the examination, but they are much more than this. As preparation through home study for university work they could hardly be bettered. The college is making a valuable contribution to adult education; it is meeting a demand for quality and charging fees and paying salaries in line with offering a service of quality by people who must be putting the importance of the work before their own material advantage. Had the college more money, it might use it to provide more financial assistance to students, more meetings among tutors and between tutors and students, more remuneration of course writers, tutors, and headquarters staff to keep pace with the rising cost of living, a small increase in the staff, and an extension of the office to allow rather more privacy. (Author/EB)

ED 049 405

AC 010 045

Eklund, Lowell R. McNeil, Donald R.

The University and Residential Education. The University and Continuing Education.

Rutgers, The State Univ., New Brunswick, N.J. Univ. Extension Div.

Pub Date 70

Note—25p.; University Extension Bulletin, No. 8

Available from—University Extension Division, Rutgers University, 77 Hamilton St., New Brunswick, N.J. 08903

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Community Services, Conferences, *Continuing Education Centers, Correspondence Courses, *Educational Philosophy, Physical Facilities, *Residential Programs, Rewards, Speeches, *University Extension

Identifiers—New Jersey, Rutgers University

Two speeches on residential adult education were given on the occasion of the dedication of The Continuing Education Center at Rutgers University on June 1, 1970. After a brief review of the development of residential education, the first speech discussed the challenges presented to those responsible for the functions to be planned for the building. The second argues for greatly enriched and flexible programs of adult education and a commitment on the part of universities and the public in general to public service. (EB)

ED 049 406

AC 010 072

Fine, B. D.

The Effects of Work Group Structure on Social Psychological Aspects of the Human Organization.

Michigan Univ., Ann Arbor. Dept. of Psychology.

Pub Date 69

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employee Attitudes, *Employees, *Group Structure, *Job Satisfaction, Mental Health, Organizational Climate, Peer Relationship, Questionnaires, Research, *Supervisors, *Work Experience

To investigate the effects of work group structure on measures of organizational behavior, questionnaire data from employees in a department characterized by complex, unstable work group structure and variable supervisory reporting relationships were compared with data from similar employees in two departments charac-

terized by stable work group structure and constant supervisory reporting relationships. The latter reported lower levels of peer leadership, higher levels of intervening variables pertaining to the organization as a whole, and greater satisfaction with the company. There were no differences between those in stable and those in unstable structure on reported levels of supervisory leadership, general working conditions, intervening variables pertaining to the work group, and mental health. The findings are interpreted as indicating that work group structure can be more costly to the organization than the lack of stable work group structure. Another possibility is that unstable structure triggers development of coping mechanisms that facilitate interaction across subunit boundaries, increasing linkage. Other interpretations and implications of the findings are discussed. (The questionnaire is included.) (Author/PT)

ED 049 407

AC 010 078

Brokensha, David Hodge, Peter

Community Development; An Interpretation.

Pub Date 69

Note—232p.

Available from—Science Research Associates, Inc., 259 East Erie St., Chicago, Illinois 60611

Document Not Available from EDRS.

Descriptors—*Administrative Problems, Bibliographies, *Community Development, *Developing Nations, Economic Development, Educational Strategies, Leadership Training, Personnel Selection, Political Influences, Socioeconomic Influences, *Staff Improvement, Teaching Methods, *Technological Advancement, Urban Areas

This volume is a review of community development as a significant part of the modernization process. After the optimism of the late 1950's, much of the community development process has not met the expectations of its supporters, due to a complex of factors including the physical environment, societal reactions to innovation, the way in which power is nationally organized, lack of reasonably efficient national bureaucratic structures, the proportion of the population engaged in subsistence agriculture, and the heavy dependence on qualified and highly motivated officials. Moreover, there is no general theory of modernization; and foreign technical assistance, although conducted on a large scale, has been uneven in quality and effectiveness. Community development must encourage economic development but it also has to promote social development, or self confidence, of local people to justify its existence. A bibliography of items on community development is included. (DM)

ED 049 408

AC 010 079

Seashore, Stanley E.

Group Cohesiveness in the Industrial Work Group.

Michigan Univ., Ann Arbor. Survey Research Center.

Pub Date 69

Note—115p.; Fourth printing

Available from—University of Michigan Press, 311 Maynard Street, Ann Arbor, Michigan 48108

Document Not Available from EDRS.

Descriptors—Age Differences, Anxiety, *Attitudes, Bibliographies, Educational Background, Employer Employee Relationship, *Group Structure, *Human Relations, *Industrial Personnel, Interaction, Job Satisfaction, Job Tenure, Mental Health, *Productivity, Research, Standards, Status, Supervision, Wages

Originally published in 1954, this investigation was designed to explore the formation of cohesiveness within work groups in an industrial setting, and the relationship of cohesiveness to productivity and to group members' mental health and adjustment. A company wide questionnaire survey, involving 228 groups totaling 5,871 workers, was made of production workers' background and attitudes, including working conditions, one's job, people in the work group, supervisory practices, wages, the union, promotions, transfers, and training. Members of highly cohesive groups generally showed less anxiety and less variance in productivity than members of less cohesive groups. Highly cohesive groups differed more frequently and strongly than others from the plant norm of productivity, with deviations toward both higher and lower productivity.

The direction of deviation depended on the extent to which group members perceived their company as providing a supportive setting for the group. Group cohesiveness was positively related to opportunities for on the job interaction and to prestige attributed by group members to their own jobs. Within any given group, actual productivity and perceived reasonable productivity showed about the same variance. Similarities in age and education were not significant factors. (LY)

ED 049 409 AC 010 082

Reuslein, Pauline And Others
Home Economists in Community Programs.
American Home Economics Association,
Washington, D.C.
Pub Date 69
Note—79p.

Available from—American Home Economics Association; 1600 20th Street, N.W., Washington, D.C. 20009 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Community Programs, Conference Reports, *Family Life Education, *Home Economics, *Homemaking Education, Media Technology, *Professional Associations, Professional Continuing Education, Professional Training, Rehabilitation Programs, Subprofessionals, Welfare Problems

Identifiers—American Home Economics Association

This volume contains ten concurrent session papers from the 59th annual meeting of the American Home Economics Association. They deal with a number of topics including: the family life education center in Toledo, Ohio; the advantages and potentials of new media as educational supplements; the contributions of the home economist as a member of a vocational rehabilitation team with a description of programs at a center in Rochester, N.Y.; the establishment of criteria for institutions participating in federally funded programs to train home economists in rehabilitation work with a description of such a program at the University of Nebraska; potential roles of home economics subprofessionals drawn from the community; training for household employment; and professional continuing education for home economists. (DM)

ED 049 410 AC 010 086

Illich, Ivan
Ciclo Lecturas.
Centro Intercultural de Documentacion, Cuernavaca (Mexico).
Pub Date 71

Note—111p.
Available from—Centro Intercultural de Documentacion, Calle Principal No. 7, Frac. Rancho Tetela, Cuernavaca, Morelos, Mexico

Document Not Available from EDRS.

Descriptors—*Adult Educators, Continuous Learning, *Educational Change, *Educational Philosophy, Educational Problems, Social Change

Identifiers—*Illich (Ivan)

Essays by Ivan Illich assert the worldwide need to abolish compulsory schooling along with dependence on rigid certification, unchallenged expertise, unlimited production and consumption, and certain other values fostered by educational systems in modern industrial and developing societies, regardless of ideology. Formal schooling, as presently constituted, is seen as the key element in a "ritual of progress" that generates new wants without meeting basic human needs. Illich proposes a broad, flexible network of educational resources and opportunities which would enable each citizen freely to chart his own educational course at any or all stages of life. (LY)

ED 049 411 AC 010 087

Vineberg, Robert And Others
Performance in Five Army Jobs by Men at Different Aptitude (AFQT) Levels. I. Purpose and Design of Study.

Human Resources Research Organization, Alexandria, Va.
Pub Date Nov 70
Note—44p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia, 22151 (AD-715-641, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Aptitude, Experience, Individual Differences, Knowledge Level, Low Ability Students, *Military Personnel, Military Training, Negroes, *Occupations, Personnel Evaluation, Research, *Specialists, *Task Performance, Tests

Identifiers—Project 100 000

To provide information about the performance and characteristics of effective and ineffective marginal personnel in the Army, a study has been made of about 1,800 men with experience ranging up to 20 years in five military occupational specialties (MOSS): 11E, armor crewman; 63C, general vehicle repairman; 76Y, unit and organizational supply specialist; 94B, cook. The sample included a comparison group of men in the same jobs but coming from the upper (non-marginal) part of the Armed Forces Qualifying Test distribution. Performance was measured by intensive job sample tests, job knowledge tests, and supervisor ratings. Information about background, personal characteristics, and military experiences was obtained through biographical questionnaires, a battery of published and experimental tests, and Army records. First in a series, this report describes the rationale, research design, and general chronology of research events in the study. Twenty-two tables are included. (Author/LY)

ED 049 412 AC 010 088

Thomas, Patricia J.
The Improvement of Selection to Personnelman "A" School.

Naval Personnel Research Activity, San Diego, Calif. Navy Training Research Lab.
Pub Date Oct 70
Note—44p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia, 22151 (AD-713-481, MF \$0.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Aptitude, Attitudes, Enlisted Men, Evaluation, Memory, *Military Training, *Performance, Personality, Personnel Directors, *Prediction, Rating Scales, *Selection, *Specialists, Tests, Vocational Interests

Identifiers—United States Navy

Since personnelmen (PNs) represent a major point of contact between the Navy and its enlisted men, the attitude a PN projects while performing his duties is believed to have an effect on his servicemen clients' satisfaction with the Navy and subsequent re-enlistment decisions. Because all rated servicemen must attend "A" school, upgrading the performance of PNs can begin at the school selection point. Experimental administration of several tests of intermediate memory ability, the Navy Vocational Interest Inventory (N-VII), a peer rating, and an instructor's rating, was carried out at three PN "A" schools. The final school grade (FSG) of each student was used as a criterion. In addition, the efficacy of the NVII for predicting the performance of rated PNs in the fleet was investigated. (Author/LY)

ED 049 413 AC 010 099

Martin, Kevin
How to Go to High School or College by Mail.

Pub Date Feb 69
Note—263p.
Available from—Frederick Fell, Inc. 386 Park Avenue South, New York, N.Y. 10016 (\$5.95)

Document Not Available from EDRS.

Descriptors—Bibliographies, College Curriculum, Correspondence Courses, *Correspondence Study, Costs, Directories, Grading, Graduate Study, *Guides, High School Curriculum, *Military Schools, Noncredit Courses, Student Application, *Surveys, *University Extension

Identifiers—Canada, National University Extension Association, United States Armed Forces Institute

After briefly reviewing the correspondence study method and procedures in general, an extensive and detailed survey is made of the correspondence study programs of 59 National University Extension Association member institutions which offer such programs, with a listing of all courses offered, application procedures; credit procedures, costs, and grading procedures. It concentrates on high school courses, college courses, graduate courses, certificate programs and non-credit program offerings. There are similar chapters on correspondence college level courses for military personnel offered through the United

States Armed Forces Institute, and on Canadian universities offering college credit level courses. There is a 292 item bibliography on home study and related areas. (DM)

ED 049 414 AC 010 104

Wright, Joan W.
The Professionalization of Adult Educators in New York State.

Pub Date Feb 71
Note—20p.; Paper presented at the Adult Education Research Conference, New York City, February 2-5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Educators, Attitudes, *Extension Agents, Job Tenure, Organizations (Groups), Professional Associations, *Professional Recognition, *Public Schools, Socialization, *State Universities, Surveys

Identifiers—Halls Professionalization Scales, *New York State

Two hundred New York State adult educators drawn from 1) directors of continuing education in the units of the State University of New York, 2) directors of continuing education in the public schools, and 3) Cooperative Extension agents responded to a mail questionnaire that sought to ascertain the extent to which they had been exposed to the socializing influences of the structural attributes of professionalization and their attitudinal scores as measured by Hall's Professionalization Scales. The data revealed that the three groups were dissimilar in their exposure to the socializing influences of professionalization. Although analysis of variance revealed no significant differences between groups on any of the attitudinal attributes, multiple regression analysis found few significant predictors of any of the attitudinal attributes, and none that had impact across organizations. The study concluded that adult educators are not a population, and that professionalization does not necessarily proceed on a uni-dimensional continuum. (Author/PT)

ED 049 415 AC 010 105

Robinson, Russell D.
A Study of the Effects of Television Combined with Discussion Groups and Study Materials on the Changing of Attitudes in Social Issues.

Pub Date Feb 71
Note—18p.; Paper presented at the Adult Education Research Conference, New York City, February 2-5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Discussion Groups, Economic Disadvantage, Multimedia Instruction, *Opinions, Participant Characteristics, Political Issues, Pollution, Questionnaires, *Reading Materials, Research, Social Problems, Socioeconomic Influences, *Television Viewing

Identifiers—Wisconsin

The objective of the study was to determine whether a carefully developed educational television series combined with organized viewing post discussion and specially prepared study materials would have any effect on social attitudes and opinions of participants. Data were obtained from a sample of 360 viewers at 22 posts randomly selected from more than 220 viewing posts at which a total of 4000 viewers participated. An opinionnaire was used to collect the data. The opinionnaire sought expression of opinion on 42 statements which were grouped into various categories according to subjects: people, poverty, pollution, politics and miscellaneous opinion statements. Socioeconomic characteristics data were also collected. Statistical analysis of the data showed that the multimedia method of television, discussion groups, and study materials was effective in changing expressed opinions about social and political issues. (PT)

ED 049 416 AC 010 106

Sjostrand, Wilhelm And Others
Adult Education: Recruitment and Methods.
Uppsala Univ. (Sweden). Inst. of Education.
Pub Date Jul 70

Note—13p.; School Research Newsletter (Stockholm)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Dropouts, *Adult Students, Age Differences, *Aptitude, Correspondence Study, Educational Background, Evening Classes, Females, Folk Schools, *Individual Differences, Males, Motivation, Participation, *Personality, Research, Secondary Schools, Test Results

Identifiers—Sweden

A study was made of background, personality, and other characteristics as related to aptitude test performance among Swedish adults attending evening schools, state secondary schools for adults, and county colleges, and among those pursuing correspondence courses. Test results were significantly related to age, sex, and dropout status (interruption of studies). Differences on personality variables were related to age and sex only. Respondents' choice of type of school was determined most strongly by age and educational background as well as the possibility of working while studying. Among other things, it was also found that adult students achieve results on aptitude (especially verbal) tests superior to results in comparison norm groups. Implications for recruitment and curriculum planning were stated. (Five references and seven tables are included.) (LY)

ED 049 417

AC 010 152

Information for the Volunteer Tutor.
Montgomery Community Action Agency, Ala.
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education,
*Equivalency Tests, High School Curriculum,
Program Administration, *State Standards,
*Tutorial Programs, *Volunteers
Identifiers—Montgomery (Alabama)

The purpose of this handbook is to explain the St. Jude Basic Education (ABE) Program in Montgomery, Alabama by posing and answering a number of questions on the program. The answers provide information on: the purpose and goal of a tutorial program; the St. Jude ABE program; the type of student who comes to St. Jude; transportation; the high school equivalency examination (GED) and the qualifications for obtaining a GED certificate; program staff; how the program is organized; student progress at St. Jude; the type of class schedule a typical student has; why tutors are needed in the program; student discipline problems; how the volunteer tutors are organized; and the future of the St. Jude Program. (PT)

ED 049 418

AC 010 164

Edstrom, Lars-Olof, Ed. And Others
Mass Education; Studies in Adult Education and
Teaching by Correspondence in Some Develop-
ing Countries.

Dag Hammarskjöld Foundation, Uppsala
(Sweden).
Pub Date 70

Note—380p.

Available from—Africana Publishing Corp., 101
Fifth Ave., New York, N.Y. 10003

Document Not Available from EDRS.

Descriptors—*Adult Education, Communication
(Thought Transfer), *Correspondence Study,
*Developing Nations, *Economic Develop-
ment, *Mass Instruction, Material Develop-
ment, Program Administration, Research, So-
cial Change, Surveys, Technological Advance-
ment

Identifiers—Africa, Dag Hammarskjöld Founda-
tion, Sweden

Based on two seminars on correspondence study, held by the Dag Hammarskjöld Foundation (Uppsala, Sweden) during 1967-1968, this volume consists of lectures delivered at these seminars, together with a selection of essays produced by the participants. The first section reviews the relationship between adult education and economic development, Swedish adult education, and adult education research. The second section deals with the history and development of correspondence study, the writing of correspondence courses, correspondence study program administration, two-way communication in correspondence instruction, and major trends in the field during the decade 1960-1970. The third section focuses specifically on correspondence study programs in operation in many of the independent African nations and their role in national development. An 88 item bibliography, including 25 items specifically related to correspondence study, is appended. (DM)

ED 049 419

AC 010 169

Neleigh, Janice R. And Others
Training Nonprofessional Community Project
Leaders.

Pub Date 71

Note—64p.; Community Mental Health Journal
Monograph Series 6

Available from—Behavioral Publications, 2852
Broadway, Morningside Heights, New York,
N.Y. 10025

Document Not Available from EDRS.

Descriptors—Attitudes, Bibliographies, *Communi-
ty Programs, Consultants, Demonstration
Programs, Investigations, *Leadership Training,
*Mental Health, *Nonprofessional Personnel,
Participant Satisfaction, Personnel Selection,
Responsibility, Role Perception, Status, Train-
ing Techniques

Dona Ana Mental Health Services (DAMHS)
in Las Cruces, New Mexico, has completed a five
year demonstration project intended "to explore
the effectiveness of a special method of selecting,
assigning, training, and giving consultation to
nonprofessional mental health workers as they
and the community develop special mental health
services." These DAMHS nonprofessionals, called
mental health project leaders, were second career
people who had some skills relating to DAMHS
jobs but were not qualified mental health work-
ers. Trainee selection, training techniques, the
role and selection of consultants, functions of
mental health nonprofessionals, and approaches
to developing community projects, were expected
to change—and did undergo change—in response
to what trainees and projects seemed to need at
different points in time. Similarly, trainee reac-
tions to DAMHS methods varied greatly from
one phase to another. At the close of the project,
a 24 hour crisis center, an alcoholism project, a
juvenile program, and a day care center for emo-
tionally disturbed and retarded children, were in
operation. Nonprofessionals had relative success
in establishing community projects, recruiting
volunteers, and attracting responsible citizens to
serve on boards. (LY)

ED 049 420

AC 010 171

Blumberg, Arthur

Sensitivity Training: Processes, Problems, and Ap-
plications.

Syracuse Univ., N.Y. Publications Program in
Continuing Education.
Pub Date Apr 71

Note—98p.; Notes and Essays on Education for
Adults, 68

Available from—Syracuse University Press, Box
8, University Station, Syracuse, N.Y. 13210
(\$2.50)

Document Not Available from EDRS.

Descriptors—Attitudes, Bibliographies, Educa-
tional Objectives, *Evaluation, *Group Dynam-
ics, Problems, Responsibility, *Sensitivity
Training, Stereotypes, *T Groups, Trainers,
*Training Techniques, Transfer of Training

Concepts and applications of laboratory or sen-
sitivity training are discussed, with a brief history
of the development, goals, and underlying system
of values of the National Training Laboratories.
Processes which occur during a sensitivity train-
ing experience are traced, with particular empha-
sis on dynamics of T group development and the
assumption of appropriate trainer roles or func-
tions under various conditions. Possible outcomes
are suggested for individual learners as well as in
family life, industry and government, community
affairs, and other settings. Reservations and dif-
ferences of opinion expressed by "insiders"
(professional practitioners or those in related voca-
tions) are examined, followed by criticisms by
skeptical or hostile "outsiders" who view sen-
sitivity training as trivial, immoral, subversive, or
emotionally damaging. Typical problems in
transfer of training to personal and organizational
life are also noted. While warning that sensitivity
training is not to be undertaken lightly or re-
garded as a panacea, the author offers indications
that people who participate under competent,
reputable trainers can encounter more productive
ways of behaving with and relating to others. The
document includes 37 references. (LY)

ED 049 421

AC 010 172

Byers, Kenneth T., Ed.

Employee Training and Development in the Public
Service.

Pub Date 70

Note—380p.

Available from—Public Personnel Association,
1313 E. 60th Street, Chicago, Ill. 60637

Document Not Available from EDRS.

Descriptors—Adult Learning, Audiovisual Aids,
Bibliographies, Educational Methods, Facilities,
*Government Employees, *Management
Development, Manpower Development, *Or-

ganizational Change, Program Planning, Selection,
Simulation, Student Evaluation, Trainers,
*Training, Training Techniques

Fourth in a series on public personnel adminis-
tration, this book discusses problems in personnel
and organizational development (OD) and the
resources potentially available to solve them, then
indicates some of the ways in which employee
development might be facilitated. Basic steps in
the systems approach to development are out-
lined, followed by supervisory and other roles and
functions, the nature of the OD process, and the
need for written training plans and policies. Adult
learning principles and specific methods and
kinds of resources are considered, together with
requirements for application to various situations.
Such factors as sponsorship and funding, choice
of courses and facilities, use of audiovisual aids,
identification of potential candidates for manage-
ment development and trainee evaluation, are
also examined. Numerous individual and group
approaches to training are described—role play-
ing, programmed instruction, lectures, conferences,
workshops, critical incidents, brainstorming, "in-
basket" exercises, and others. Finally, attention is
given to special training situations, especially
those connected with manpower development,
and to emerging or anticipated trends. (LY)

ED 049 422

AC 010 173

Hiestand, Dale L.

Changing Careers after Thirty-five: New Horizons
through Professional and Graduate Study.

Pub Date 71

Note—186p.

Available from—Columbia University Press, 136
South Broadway, Irvington-on-Hudson, N.Y.
10533 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Adult Students, *Career Change,
Career Choice, Educational Opportunities, En-
rollment, Females, Financial Support, *Gradu-
ate Study, Grants, Males, *Middle Aged,
Motivation, Part Time Students, *Professional
Education, Professional Occupations, Student
Problems, Units of Study (Subject Fields)

The author deals primarily with people who
make a change in career orientation so distinct
that the move requires at least a year of profes-
sional or graduate education. Chapters examine
such topics as the changing nature of middle age;
fields of study or endeavor (mainly social work,
librarianship, elementary and secondary educa-
tion, and other service professions) favored by
middle aged students; reasons why men and
women over 35 decide to enter or reenter profes-
sional or graduate school; and kinds of financial,
academic, and family problems and adjustments
experienced by such students. Seventeen case
histories are presented to illustrate a wide diver-
sity of motives, circumstances, and personal
characteristics. Major findings include these: (1)
most middle aged people who change careers
were largely successful and satisfied in their
previous work; (2) they tend to be dynamic in-
dividuals actively searching for new interests; (3)
many people who return to work act with rela-
tively little prior planning or guidance. Implica-
tions for education and guidance, theories of oc-
cupational choice, developmental psychology,
and manpower policy formation, are discussed in
the last chapter. An index and seven tables are
included. (LY)

ED 049 423

AC 010 177

Drug Education for Adults; A Guide for Directors
of Continuing Education.

New York State Education Dept., Albany. Bu-
reau of Special Continuing Education.
Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Commu-
nity Leaders, *Drug Abuse, Drug Addiction,
Drug Therapy, Field Trips, Lysergic Acid
Diethylamide, Marihuana, *Narcotics, *Pro-
gram Content, *Program Development, *Public
School Adult Education, Sedatives

The materials contained in this guide are in-
tended to indicate possibilities, to identify
minimum criteria, and to encourage public school
involvement in drug education for adults. Part I
of the guide discusses essential concepts; leader-
ship elements; program content; and ways of
gaining valid insights into the culture of youth,
especially as it relates to drugs. Part II is a basic
outline summarizing the characteristics of the
principal drugs; and a guide for discussion and

for further reading. Part III, an annotated bibliography, represents a cross section of some of the important literature current in the field of drugs and narcotics. (PT)

ED 049 424 AC 010 178

Larson, Burnell Buntin, John W.

A Survey of Continuing Education Programs in Nevada.

Nevada State Dept. of Education, Carson City. Div. of Vocational-Technical and Adult Education.

Pub Date Jun 70

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, *Adult Education, Community Service Programs, *County Programs, *Enrollment, *Public School Adult Education, School Districts, *State Surveys, State Universities, Statistical Data, Units of Study (Subject Fields), Vocational Education Identifiers—*Nevada

The survey of adult education in Nevada contains data on comparative enrollments, 1963-70, for the state, counties, and participating institutions; enrollment by school districts; and a statewide summary of public school continuing education programs in 1970. The comparative enrollment and statewide summary data are further divided into enrollment by occupational education: agricultural, business and office, distributive, health, home economics, technical, post secondary, and trade and industrial; and by general adult education: adult basic education, adult general high school education, community programs, and civil defense adult education. The larger part of the document is devoted to county enrollment summary data including course titles, instructors, number enrolled per course, and hours of instruction. (PT)

ED 049 425 AC 010 179

Segarra-Ortiz, Hilda

Relationship of Non-Economic Variables to Patterns of Saving of Farm Families in a Puerto Rican County.

Cornell Univ., Ithaca, N.Y.

Pub Date 69

Note—158p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106

Document Not Available from EDRS.

Descriptors—Age Differences, Behavior Patterns, Capital, Developed Nations, Developing Nations, Doctoral Theses, *Family Income, *Farmers, *Habit Formation, Heads of Households, Investigations, *Investment, *Puerto Ricans, Work Attitudes Identifiers—*Puerto Rico

This study examined the relationship between income and saving patterns in rural Puerto Rico. It was hypothesized that social and psychological variables are related to saving habits of families. The level of living as measured by a scale based on possessions was found to be significantly (.33) associated with the saving patterns of the family. Other related variables were: age of male and land ownership, family size, ranking of goals (money, education, social life, politics, and religion), and the holding of a second job by the male head of the family were negatively related. A tendency to manifest satisfaction with the income was shown but it was not associated with saving. Those who saved had some cash for saving purposes or had made some additions to their houses or farm buildings. Since most of the theoretical background of saving research is supported by empirical research in developed areas more knowledge about developing nations is needed. (NL)

ED 049 426 AC 010 180

Niederfrank, E. J., Comp.

Keeping up with Change in Rural Society.

Federal Extension Service (DOA), Washington, D.C.

Report No.—ER&E-47-5-69

Pub Date Jan 70

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Agricultural Production, Changing Attitudes, Community Problems, *Economic Development, Institutional Environment, Or-

ganizational Change, *Population Growth, *Rural Areas, *Rural Urban Differences, Social Change, Technological Advancement

This document, largely a condensation of selected papers which were presented to the 1969 Annual Agricultural Outlook Conference and some related studies, summarizes the facts and ideas about agriculture and community life in the United States with some implications for the future. American agriculture today is now partly a highly commercialized technological business and partly a mass of small-scale commercial farms and rural residential places, with both parts having new relationships with nonfarm economic development, generally urban centered. Farming is valued more as a business than a life style. But just as important are the changes in rural economics due to the tremendous impact of economic and technological change upon local institutions and community living, with the resultant adjustments that must take place. And the adjustments for meeting the changes involve both economics and human values. (Author/DM)

ED 049 427 AC 010 182

Frohman, Mark A.

The Impact of the Characteristics of the Organization on Information Flow.

Michigan Univ., Ann Arbor.

Pub Date Aug 69

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Feedback, Group Structure, *Information Dissemination, Information Networks, Innovation, *Input Output Analysis, *Intergroup Relations, *Organizational Climate, *Organizations (Groups), Role Theory, Systems Approach, Training

The features of an organization are examined in order to understand it and the way it affects information flow. The basic premise is that a typical organization fosters two opposing conditions—condition of stability and orderliness in order to protect its functioning and internal relationships; and a condition stimulating creativity and innovation in order to keep up with the myriad of changes that affect it. Furthermore, knowledge and information flow can be on the one hand inhibited by organizational features that preserve the status quo and, on the other hand, facilitated by the methods that encourage innovation. The flow of communication into an organization may be impeded by different status levels and coding schemes between organizations and rigid social relationships, lack of openness to outsiders, local pride, anticipatory personal threat, poor training strategy, and the organization's economic situation. Knowledge input may be improved by appeal to profit, chief administrator changes, administrative decree, crisis perception, examination of organizations, good training techniques, usage of external agent, invasion from outside, knowledge seeking subunits, and enhanced professionalism. Information transmission out of the organization depends upon its goals. (Author/DM)

ED 049 428 AC 010 183

Summer '71 Continuing Education Directory: Courses, Programs, Activities, May through August.

MetroDOC, Toronto (Ontario).

Pub Date Apr 71

Note—200p.

Available from—MetroDOC, 214 College Street, Toronto 2B, Ontario, Canada (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission Criteria, *Adult Education, Correspondence Study, Counseling, *Courses, *Directories, Educational Television, Manpower Development, Organizations (Groups), Program Length, Proprietary Schools, *Recreational Activities, Scheduling, Student Costs, *Summer Programs, Vocational Education

Identifiers—Canada, Toronto

Educational and recreational opportunities for adults within Metro Toronto and other areas of Ontario are covered, along with educational institutions, organizations, and locations. Summer 1971 course listings, arranged alphabetically by subjects, include name and number, institutional address, days and time, starting dates, hours per week, fees and other costs, and miscellaneous program information. Other sections are devoted to vacation programs and activities, correspondence courses, vocational and trade subjects at

proprietary schools, educational television courses and programs, counseling services (including public libraries and neighborhood information posts), and information on continuing education and the Government of Canada manpower program. (LY)

ED 049 429 AC 010 185

Public Continuing and Adult Education 1971 Almanac.

National Association for Public Continuing and Adult Education, Washington, D.C.

Pub Date 71

Note—166p.

Available from—National Association for Public Continuing and Adult Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (associate members \$5.00, nonmembers \$10.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Personnel, *Directories, Educational Legislation, Enrollment, Expenditures, Federal Government, Instructional Staff, *National Organizations, *Professional Associations, Publications, *Public School Adult Education, State Aid, State Government, Student Certification, Voluntary Agencies

Designed to serve both the United States and Canada, this directory of the National Association for Public Continuing and Adult Education (NAPCAE) presents NAPCAE officers, staff, and activities (including annual conference highlights), followed by NAPCAE award winners, past conferences and presidents, an adult education legislative summary, educational statistics, an organizational directory, NAPCAE membership (institutions, members emeritus, active members), a list of subscribers, the NAPCAE constitution, an annotated bibliography of NAPCAE publications, and advertisers in the almanac. Data appear on state support for adult education, educational attainments of adults, high school accreditation by examinations and work experience, expenditures by local school systems, public school adult education enrollments, graduate programs, and administrative and instructional personnel. Also covered are state associations affiliated with NAPCAE, state departments of education, voluntary associations, and Federal agencies. An organizational chart of the United States Office of Education (USOE) is followed by NAPCAE representatives from the ten USOE regions. (LY)

ED 049 430 AC 010 194

Gordon, Hopeton L. A.

Some Background Considerations to the Establishment of an External Studies Programme.

University of the West Indies, Mona (Jamaica).

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Correspondence Study, *Educational Methods, Educational Radio, Educational Television, Program Administration, Programed Instruction, *Program Planning, Teaching Techniques, *University Extension

Identifiers—Open University, *West Indies

A study was made of how conventional, face-to-face teaching methods might be used in conjunction with correspondence study (CS), programed instruction (PI), educational television (ETV) and radio broadcasts, and other approaches to make higher education more widely available throughout the region served by the University of the West Indies. These auxiliary methods generally showed advantages in reaching scattered populations, coping with shortages of trained and skilled teachers, and enabling adults to study at home during leisure time. Used with ETV, CS enabled students to proceed at their own pace. Used with ETV, CS appeared to lose much of its flexibility but produce more effective learning. CS and PI proved conducive to active student participation and effective feedback. However, certain methods showed disadvantages in cost, feedback, and opportunity for practical work. Detailed guidelines were offered for administering and planning effective multimedia CS programs. The current state of British correspondence study and educational broadcasting was also examined, with particular attention to the newly inaugurated (January 1971) Open University. (Ten references are included.) (LY)

ED 049 431

AC 010 195

Frøberg, Signe E.

A Guide for the Development of an Inservice Education Program.

Florida Regional Medical Program, Tampa.

Pub Date May 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Educational Philosophy, Guidelines, *Inservice Education, Program Development, *Program Evaluation, *Program Planning, Staff Improvement, Teaching Techniques

This document suggests several things: a process for developing an inservice education program; suggested definition, philosophy, and objectives of inservice education; guidelines to assist in developing and maintaining an effective inservice education program; and a four-step job instructor training method which involves consecutively preparing the worker for training, presenting the job to the worker, try-out performance, and follow through. In the section devoted to the aforementioned guidelines, the following topics are discussed: useful principles in beginning the development of such a program; group process; characteristics of good inservice education programs; evaluating the effectiveness of inservice education programs; planning a program; ideas for program types; and descriptions of methods that may be used to implement the inservice program. (DM)

ED 049 432

AC 010 196

Borus, Michael E. Tash, William R.

Measuring the Impact of Manpower Programs: A Primer.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.

Pub Date Nov 70

Note—88p.

Available from—Institute of Labor and Industrial Relations, P.O. Box B-1, Ann Arbor, Michigan 48106 (\$2.50)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Cost Effectiveness, Costs, *Evaluation Criteria, *Manpower Development, *Objectives, *Program Evaluation, Research Methodology, Success Factors

Intended as a guide for laymen, this book concentrates on basic techniques for evaluating the impact of manpower programs—that is, their success or failure in attaining long-term program goals. Program objectives with clear operational criteria, and certain other typical objectives more difficult to measure, are identified with reference to individuals, employers, and society at large. Other criteria are indicated for program administration by Federal manpower agencies. Problems in forming experimental and control groups are considered next, together with multivariate analysis, program size, and timing of evaluations. Several dozen short-run goals and evaluation criteria are suggested. Measurement of costs to participants, employers, administrative agencies, and society is also discussed, with emphasis on opportunity costs (potential loss of alternative benefits); and steps are outlined for using program success and cost measures to calculate cost effectiveness. Finally, the alternative approaches to cost benefit analysis are condensed into specific evaluation procedures. An extensive bibliography is included. (LY)

ED 049 433

AC 010 197

Cox, Derek M.

A Community Approach to Youth Work in East London.

Pub Date 70

Note—145p.

Available from—Young Women's Christian Association, 16-22 Great Russell Street, London W.C.1, England (16 shillings)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Community Development, Consultants, *Disadvantaged Groups, Drug Addiction, Experimental Programs, *Inner City, Leadership Training, Problems, Program Evaluation, Recreational Programs, Rehabilitation Programs, Summer Programs, Youth Clubs, Youth Leaders, *Youth Programs

Identifiers—*London (England)

Instituted as part of "Avenues Unlimited" (The Tower Hamlets Youth Project), a community development approach to youth services was attempted in the cosmopolitan inner city slum dis-

trict of Spitalfields, East London. Efforts began in 1966 with a clean up campaign, a neighborhood club for parents and youth, and other activities by the Residents' Association of Spitalfields. Meanwhile, the Spitalfields Advisory Group, consisting of workers from local agencies, studied local needs and produced such practical achievements as the Christchurch Gardens Adventure Playground, a summer vacation program for children and youth, and youth training camps. The Tower Hamlets Drug Dependency Group carried on leadership training and drug addict research and counseling; it also helped form a treatment center in St. Clement's Hospital and undertook preventive field work. Project successes and failures were discussed in detail, with emphasis on the author's experiences. (The report includes descriptions of the treatment center's work, intensive field work with a registered addict, the author's work with unattached and delinquent youth, and the Spitalfields Youth Action Group, as well as opinions on the roles of consultants, youth officers, and management committees in experimental youth work.) (LY)

ED 049 434

AC 010 198

Shirley-Smith, Katalin

Programmed Learning in Integrated Industrial Training.

Pub Date 68

Note—230p.

Available from—Gower Press Ltd., 13 Bloomsbury Square, London W.C.1, England (50s)

Document Not Available from EDRS.

Descriptors—Apprenticeships, Aptitude, Audiovisual Aids, Business, Computer Assisted Instruction, Costs, Educational Legislation, Government Employees, *Industrial Training, Military Training, Personnel Evaluation, *Programmed Instruction, *Programming, Teaching Machines, *Training Techniques

Identifiers—*Great Britain

Beginning with the system of industrial training boards and other background considerations, this British work gives detailed, practical guidance on applying programmed instruction (PI) principles in various job functions and industries. Potential advantages of PI in industrial training are summarized, along with uses of audiovisual aids and teaching machines, outside sources of programs, integration of PI with other training approaches, and the costs of PI. The role of PI in universal training areas (aptitude testing, orientation, safety, hygiene) is indicated. More detailed guidelines follow for apprentice training, machine operator training, office occupations, salesmanship, management and supervisory training, government employees, the armed forces, computer training, accounting, banking, and insurance. Ideas are offered on how small companies can benefit from modern training techniques through group training schemes and other arrangements. Finally, expected developments in educational technology are predicted. Included are an index, photos, 15 charts, and references. (LY)

ED 049 435

AC 010 199

Training for Engineering Craftsmen: The Module System.

Engineering Industry Training Board, London (England).

Pub Date Apr 68

Note—24p.

Available from—Publications Department, Engineering Industry Training Board, P.O. Box 148, 41 Clarendon Road, Watford WD1 1HS, England (4s)

Document Not Available from EDRS.

Descriptors—*Curriculum Guides, *Engineering, *Industrial Training, Instructional Materials, Instructional Staff, *Technical Education, Tests, *Trade and Industrial Education

Identifiers—Engineering Industry Training Board, Great Britain

New arrangements for craft training in the British engineering industry call for a three stage structure: (1) a year of basic training in a wide variety of skills (welding, vehicle painting, electrical engineering, mechanical engineering, and others); (2) selected training in specialized skills under controlled conditions; (3) experience in using these skills in an industrial setting in order to develop them to approved standards. Each module will include specifications of desired skills and training, an instructional manual, a set of sample performance tests, and a recommendation

for further training, as well as a log book in which a trainee will record the training received. (The booklet also contains excerpts from manuals and log books, guidelines on testing, provisions for supervisor/instructor training, and certification procedures for trainees.) (LY)

ED 049 436

AC 010 201

Walton, Barbara J.

Third Annual Report and Evaluation of the Talent Corps/College for Human Services, 1969 Program.

College for Human Services, New York, N. Y.

Pub Date 70

Note—80p.

Available from—College for Human Services, 201 Varick St., New York, N.Y. 10014

Document Not Available from EDRS.

Descriptors—Adult Education, Annual Reports, Associate Degrees, Certification, *Community Colleges, Curriculum, *Disadvantaged Groups, *Human Services, On the Job Training, *Professional Education, *Urban Areas

Identifiers—College for Human Services, New York City

The Talent Corps/college for Human Services is a chartered two-year action oriented educational institution which trains disadvantaged men and women from the poverty areas of New York City for jobs as new professionals in community agencies. The major achievements of 1969 were: the securing of a provisional charter from the New York State Board of Regents to grant associate degrees; the establishment of a full two year curriculum and further refinement of the core curriculum; and the beginning of training in several new human services fields. Sections of the report deal with the background characteristics of the students, the academic program; on the job training; the campaign to obtain a degree granting charter, and financial and library facilities development. There is also a chapter discussing credentialism and the new professional. Appended is the report of the New York State Department Review Committee which made the assessment as to whether the institution should receive a charter. (DM)

ED 049 437

AC 010 202

Walton, Barbara J.

Second Annual Report and Evaluation of the Talent Corps/College for Human Services, 1967-68 Program.

Women's Talent Corps, New York, N.Y.

Pub Date Apr 69

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Career Opportunities, Certification, *Community Colleges, Core Curriculum, *Disadvantaged Groups, *Human Services, *Subprofessionals, Urban Areas, *Work Study Programs

Identifiers—College for Human Services, New York City, Talent Corps

The Talent Corps/College for Human Services is an action oriented training institute and college established in 1964 to train persons from the low income areas of New York City for paraprofessional careers in community agencies such as schools, hospitals, social service organizations, and related service agencies. Aside from training, its mandate includes creating new positions in the training agency, so that those who complete 30 to 36 week work-study programs can be placed immediately in a permanent job in the helping professions. The major accomplishments of 1968 were: (1) career opportunities in new fields were opened to paraprofessionals; (2) formal application was made to the City of New York for a charter granting the college authority to grant degrees; (3) a core curriculum in the human services was developed, refined, and tested; and (4) the Talent Corps extended and expanded its relationships with community agencies. Further sections of the report elaborate on the students' backgrounds, the curriculum, field training, faculty role, and evaluation of student growth and performance. (DM)

ED 049 438

AC 010 203

Moser, David E. Kriebel, Wesley R.

Guidelines for an Extension Educational Program in Transportation.

Missouri Univ., Columbia. Extension Div.

Pub Date 69

Note—26p.; Transportation in Agriculture and Business Series, No. 3, Manual 71

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies (Education), *Educational Programs, Guidelines, Management, Marketing, *Program Development, *Rural Extension, *State Programs, *Transportation

This manual, the third in a series of publications growing out of a pilot project in Extension Transportation Education undertaken at the University of Missouri under contract with the Federal Extension Service, has been prepared primarily for Extension personnel assigned to develop a state level educational program in transportation. It provides broad program guidelines as a reference or starting point for the transportation specialist. It will also be helpful to the Extension economist or marketing specialist who may be called upon to deal with transportation and physical handling problems encountered in a commodity marketing or firm management assignment. It is meant to acquaint the reader with the clientele and industry groups with which he will be working, to outline some of the key points in the process of demonstration firm analysis in this field, and to suggest some appropriate educational methods and procedures for Extension work in transportation. (DM)

ED 049 439 AC 010 204

Adult Education and National Integration.

Indian Adult Education Association, New Delhi.

Pub Date Feb 70

Note—40p.

Available from—Indian Adult Education Association; 17-B Indraprastha Marg, New Delhi, India (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Citizenship, *Cultural Education, *Developing Nations, Mass Media, National Organizations, Organizations (Groups), Seminars, Speeches

Identifiers—*India, Indian Adult Education Association

Held at Gauhati, India, October 26-28, 1969, this seminar concentrated on issues relating to the concept of national integration, appropriate adult education activities, and the educational roles of the mass media and various organizations. Numerous forms of cultural exchange and educational cooperation were recommended, followed by specific steps to be taken by government agencies and departments, universities and colleges, social welfare boards, political and religious bodies, trade unions, local groups, and the National Service Corps. (This report also contains the inaugural address by the Chief Minister of Assam, a speech by the Education Minister of Assam, seminar delegates and officers, and the seminar program.) (LY)

ED 049 440 AC 010 205

Guinn, Nancy And Others

Cultural Subgroup Differences in the Relationships Between Air Force Aptitude Composites and Training Criteria.

Air Force Human Resources Lab., Lackland AFB, Tex.

Report No.—AFHRL-TR-70-35

Pub Date Sep 70

Note—27p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (AD-715-922, MF \$0.95, PC \$3.00)

Document Not Available from EDRS.

Descriptors—*Aptitude Tests, Bibliographies, Caucasians, Educational Background, Enlisted Men, Geographic Regions, *Grades (Scholastic), *Individual Differences, *Military Training, Negroes, *Prediction, Technical Education

The study explored relationships between aptitude test composites and final school grades in Air Force technical training for various cultural subgroups based on race, educational level, and geographical area of enlistment. Regressions of final school grade on an aptitude index were compared for the different subgroups in ten samples of technical school graduates. Results indicated that where the relationship between aptitude score and technical training performance differed for the various subgroups, the performance of Negroes and high school nongraduates was overestimated. No consistent trend in prediction error was noted for the various areas of enlistment. However, there was a general tendency for final school grades of personnel from the North and Northeast to be overpredicted, while those of men from and 17 tables and figures also appear.) (Author/LY)

ED 049 441

Sellman, Wayne S.

Effectiveness of Experimental Training Materials for Low Ability Airmen.

Air Force Human Resources Lab., Brooks AFB, Texas.

Pub Date Jun 70

Note—29p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (AD-717-712, MF \$0.95, PC \$3.00)

Document Not Available from EDRS.

Descriptors—Aptitude, Audiovisual Aids, Bibliographies, Careers, Courses, *Evaluation, Fire Protection, *Instructional Materials, Learning, *Low Ability Students, Manuals, *Military Training, Phonotape Recordings, Reading Speed, Research, Student Attitudes, Tests

This study investigated whether modifying a career development course (CDC) format by means of simpler written materials, more illustrations, and the addition of an audio tape recording could improve the CDC as a training device for basic job information, especially with airmen having minimum verbal skills. High, middle, and low aptitude personnel studied three versions of the CDC for the 57130 (Fire Protection) career ladder. Versions included a conventional CDC, a less verbal CDC with more pictorial materials, and a less verbal CDC with more pictorial materials accompanied by a tape recording of information complementary to that contained in the written CDC text. Data were collected on learning performance, reading speeds, and attitudes toward the CDCs. The analyses revealed that the modified CDC with the audio supplement produced significantly increased learning scores. High and middle aptitude groups consistently outperformed the low aptitude groups across all CDCs. (The report includes sample CDC pages, measurement instruments, and results of analysis of variance, followed by 20 references and 16 tables and figures.) (Author/LY)

ED 049 442 AC 010 211

A Review, Analysis and Documentation of Twenty Rural Manpower Programs. Final Report.

Development Associates, Inc., Washington, D.C.

Pub Date Dec 70

Note—145p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB-196-530, MF \$0.95, PC \$3.00)

Document Not Available from EDRS.

Descriptors—Community Action, *Economic Development, Evaluation, Industrial Training, Innovation, Interagency Coordination, Job Placement, *Manpower Development, *Manpower Utilization, *On the Job Training, Organizations (Groups), Orientation, Program Administration, Program Planning, Recruitment, *Rural Areas, Selection, Trainees

Selected examples of successful approaches, innovations, and techniques in rural manpower programs were analyzed to provide new organizations with blueprints of workable program operations. Attention was focused on such areas as recruitment and selection, trainee orientation, economic development, job placement, on the job training, interagency cooperation, and staffing. It became clear that a successful rural manpower program must operate and use its resources as a single, integrated, self-reinforcing system; coordinate different community projects to avoid unnecessary duplication; and enlist the active support and participation of local business, industrial, and other leaders. Elements important to program success were noted, along with recommendations on program objectives and future planning and funding. (The report contains flow charts and a program index.) (LY)

ED 049 443 AC 010 213

Education for Public Service.

New England Board of Higher Education, Wellesley, Mass.

Pub Date Aug 70

Note—121p.

Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (COM-71-00057, MF \$0.95, PC \$3.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Bibliographies, Comparative Education, Educational

Needs, Federal Aid, *Government Employees, Higher Education, *Manpower Development, Municipalities, *Professional Education, Professional Personnel, *Regional Planning, State Government, Technical Occupations

Identifiers—*New England

Issues in the improvement of training for fire fighters and officer personnel were taken up in ten symposium papers. Session I covered legal and other constraints that affect what a fire fighter should know; and current practices in volunteer, rural, and municipal fire fighter training in the United States. Papers from the other sessions dealt with state and national fire training programs, weaknesses in American fire service education and training, ambulance and emergency programs, college programs, fire fighter and fire officer training in the United Kingdom, and training concepts and strategies used by the United States Forest Service. (LY)

ED 049 444 AC 010 214

Training and Education in the Fire Services (Proceedings of a Symposium, April 8-9 1970).

National Academy of Sciences-National Research Council, Washington, D.C. Div. of Engineering.

Pub Date 70

Note—223p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (AD-715-734, MF \$0.95, PC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Needs, Emergency Squad Personnel, Equipment, *Fire Fighters, *Fire Science Education, Higher Education, Municipalities, National Organizations, National Programs, Officer Personnel, Rural Areas, State Programs, *Symposia, Training, Training Techniques, Volunteers

Issues in the improvement of training for fire fighters and officer personnel were taken up in ten symposium papers. Session I covered legal and other constraints that affect what a fire fighter should know; and current practices in volunteer, rural, and municipal fire fighter training in the United States. Papers from the other sessions dealt with state and national fire training programs, weaknesses in American fire service education and training, ambulance and emergency programs, college programs, fire fighter and fire officer training in the United Kingdom, and training concepts and strategies used by the United States Forest Service. (LY)

ED 049 445 AC 010 215

Mannen, Howard A., Ed. Willing, Richard C., Ed.

Current Research Techniques in Military Personnel Assessment.

Pub Date 70

Note—336p.; Proceedings of Annual Conference, Military Testing Association (12th, Sep 14-18, 1970)

Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (AD-717-028, MF \$0.95, PC \$3.00)

Document Not Available from EDRS.

Descriptors—Attitudes, Bibliographies, Data Collection, *Evaluation Techniques, Instructional Staff, Interviews, Job Analysis, Military Personnel, *Military Training, *Personnel Evaluation, Prediction, Program Evaluation, Psychometrics, Rating Scales, *Research Methodology, Selection, Symposia, Test Construction, Tests

Twenty-eight papers were presented covering numerous aspects and ramifications of personnel evaluation research methodology in military training. Attention was focused on such concerns as job analysis, testing of knowledge and performance, predictive ability of biographical inventories and psychiatric interviews, course evaluation techniques, identification of relevant civilian skills, test construction, problems in peer rating, officer job evaluation research, and use of the Military Occupational Data Bank as a personnel evaluation resource. (This symposium summary includes bibliographies and 100 tables and figures.) (LY)

ED 049 446 AC 010 217

Shlensky, Bertram Charles

Determinants of Turnover in NAB-JOBS Programs to Employ the Disadvantaged.

Massachusetts Inst. of Tech., Cambridge.

Pub Date Sep 70

Note—237p.; Ph.D. Thesis

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB-195-876, MF \$0.95, PC \$3.00)

Document Not Available from EDRS.

Descriptors—Adults, Age Differences, Bibliographies, Caucasians, *Disadvantaged Groups, Doctoral Theses, Educational Background, *Factor Analysis, Females, *Industrial Training, Job Analysis, Job Placement, Job Satisfaction, *Job Training, *Labor Turnover, Males, Motivation, Negroes, Research, Wages, Youth

The study examined the individual, job related, and training variables that affected turnover in six NAB-JOBS Federally funded training programs for the disadvantaged. Three different sources of data were used. First, demographic and wage information was obtained on all trainees in five companies in order to run a regression analysis. Second, case studies of the companies were developed through interviews with company officials, program staff, and supervisors in each company. Third, interviews with a sample of retentions and separations from five companies were held to measure attitudinal and motivational differences between the two groups. Wage and individual variables were found to be most highly related to turnover. Males, youth, and blacks had significantly higher turnover. Wages were also shown to be highly related to turnover. There was little evidence indicating that any other single job or training variable had a significant effect on turnover. (Seventeen tables and figures and a bibliography are included.) (LY)

ED 049 447

AC 010 219

Hemstra, Roger Paul

Educational Investments and Economic Growth: A Case Study in Continuing and Community Education.

Michigan Univ., Ann Arbor.

Pub Date 70

Note—316p.; Ph.D. Thesis

Available from—University Microfilms, 300 N. Zeeb Rd., Ann Arbor, Michigan, 48106 (Order No. 71-15,178, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adult Education, Apprenticeships, Bibliographies, *Community Education, Correlation, Doctoral Theses, *Economic Development, Economic Factors, *Educational Economics, *Educational Planning, Employment Patterns, Enrollment, Expenditures, Income, Job Training, Private Schools, Public Schools, Unemployment

Focusing on Ann Arbor and Jackson, Michigan, this field study explored the effects of certain educational investments on a community's economic growth. Data were obtained from a literature review and personal interviews. Current levels of educational and economic development were assessed according to eight categories and corresponding guidelines. Investments in formal education, continuing (CE) and adult education, job training, and community education were analyzed within an experimental framework. A high level of educational and economic development (including community education) was found in Ann Arbor. Although investments in job training and CE were not at the prescribed level, deficiencies were not serious. Several significant correlations were also found between Ann Arbor's educational and economic indicators. Jackson appeared to have a stagnant economy, excessive investment in formal education, not enough investment in CE and job training, and large but uncoordinated community education investments. Several recommendations were made. Among other things, Jackson's educational spending must become projective, not responsive, to stimulate economic growth; and both communities should invest more heavily in CE and job training. (Author/LY)

ED 049 448

AC 010 226

Harrison, Paul C., Jr. Lindsay, Carl A.

Inventory of Continuing Education Activities in Pennsylvania Secondary School Districts for the Fiscal Year 1969-70. Final Report.

Pennsylvania State Univ., University Park.

Pub Date 30 Apr 71

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Budgets, Colleges, Courses, Enrollment, Expenditure Per Student, Facilities, Financial Support, General Education, Geographic Regions, *High

Schools, Industry, Instructional Staff, Surveys, *Technical Education, Universities, *Vocational Education, Voluntary Agencies

Identifiers—*Pennsylvania

The Bureau of Vocational, Technical, and Continuing Education of the Pennsylvania Department of Education sponsored its third annual inventory (July 1, 1969-June 30, 1970) to obtain detailed, current data regarding continuing education opportunities available to adults and out of school youth, and to formulate these data into a substantive basis for effective, coordinated development of future programs. Questionnaires were sent to each of the 572 secondary school districts and area vocational/technical schools in the Commonwealth. After telephone followup, 558 returns (98%) were received. Of those responding, 313 schools (56%) indicated that they conducted continuing education while 245 had no such program. About 189,000 registrations were reported—roughly 20,000 in adult basic education, 103,000 in general adult non-credit courses, and 66,000 in vocational education. Data were also collected on financing, staffing, and use of facilities in the reported programs; and analyses by type of school, geographic area, and expenditures were performed. (The document includes 18 tables, an activity summary for individual schools, and other statistics.) (Author/LY)

ED 049 449

AC 010 227

Harrison, Paul C., Jr. Lindsay, Carl A.

Inventory of Continuing Education Activities in Pennsylvania Institutions of Higher Learning for the Academic Year 1969-1970. Final Report.

Pennsylvania State Univ., University Park.

Pub Date 30 Apr 71

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Budgets, *Colleges, Community Involvement, Credit Courses, Degrees (Titles), Enrollment, Evening Classes, Expenditures, Graduate Study, Noncredit Courses, Personnel, Surveys, Technical Education, Undergraduate Study, Units of Study (Subject Fields), *Universities, *University Extension

In a questionnaire survey of 152 colleges and universities throughout the state, the Bureau of Vocational, Technical, and Continuing Education of the Pennsylvania Department of Education sought to obtain detailed, current data on educational opportunities available to adults during 1969-1970, and to formulate these data into a substantive basis for effective and coordinated program development. After a telephone followup, 141 institutions (93%) responded. Ninety-one (65%) of these institutions indicated that they conducted continuing education (CE) programs. About 402,000 registrations were reported—roughly 216,000 in degree credit work, 40,000 in nondegree credit courses, 40,000 in noncredit courses, and 106,000 in conferences, workshops, and institutes. These registrations were accumulated in approximately 13,000 separate course offerings. Data were also collected regarding the financing, staffing, and community involvement of the reported programs; and analyses were performed by type of institution, approximate CE expenditures, and subject matter categories. (Two references and the questionnaire are included.) (Author/LY)

ED 049 450

AC 010 228

Gran, James R.

A Follow-Up Study of the Fifty-Eight Graduates, Class of 1970, of the Jackson County Adult Evening High School Completion Program.

Pub Date May 71

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Dropouts, Age Differences, Attitudes, Educational Needs, *Evening Programs, Family Status, Females, *Followup Studies, *Graduates, Males, Marital Status, Occupations, Opinions, Participant Characteristics, Program Evaluation, *Public School Adult Education, *Secondary Education, Units of Study (Subject Fields)

One of a series of one year and four year followups in the Jackson County (Iowa) Adult Evening High School Completion Program, this study assessed the educational, social or personal, and/or financial gains experienced thus far by the 58 member Class of 1970. General information (age, sex, residence, marital and family status)

was sought, along with data on occupation and income, plans to continue one's education, tuition or non-tuition status as students, perceived quality of instruction received, attitudes (including most and least valuable required and elective subjects), and suggestions for improving the program. These were some conclusions: (1) age, sex, marital status, occupation, or number of children need not deter adults wishing to complete their secondary education; (2) half the graduates have received promotions and job changes, and half of these attribute them directly or indirectly to the adult program; (3) graduates approve of the quality of instruction and recommend the program to others; (4) over 40% of the graduates desire postsecondary education and/or more high school subjects; (5) the graduates (largely residing locally) and their communities are realizing many tangible and intangible benefits. (LY)

ED 049 451

AC 010 229

NACD Training and Technical Assistance Directory.

National Association for Community Development, Washington, D. C.

Pub Date Apr 70

Note—299p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Communications, Community Development, Demonstration Programs, *Directories, Economic Development, Education, *Federal Aid, Geographic Regions, Grants, Health, Housing, Program Content, Program Length, Rehabilitation, *Research, Rural Development, *Technical Assistance, *Training, Urban Renewal, Youth

Devoted to data (January 1, 1968-June 30, 1969) on Office of Economic Opportunity and other Federal contracts and grants in the overall training and technical assistance field, this directory alphabetically lists recipient institutions and other organizations. Each item contains the address, length of contract, funding agency, amount granted, and other available information on a given project. Demonstrations and special research, education, health, housing, manpower, urban planning and renewal, youth, communications, community organization and development, economic development, rural development, rehabilitation, and 13 other functional categories are represented. Three indexes are also provided: a listing of items by category and page number; an index of firms and grants according to the granting Federal agency in each case; and a state by state index of recipient organizations. Projects listed are only those which are likely to have significance outside the community in which they operate. (LY)

ED 049 452

AC 010 233

Engel, John D. Rehder, Robert J.

A Comparison of Correlated-Job and Work-Sample Measures for General Vehicle Repairmen.

Human Resources Research Organization, Alexandria, Va.

Report No—HumRRO-70-16

Pub Date Oct 70

Note—29p.

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (AD-714-842, MF \$0.95, PC \$3.00)

Document Not Available from EDRS.

Descriptors—Achievement Tests, Bibliographies, *Evaluation, Evaluation Criteria, *Machine Repairmen, *Military Training, *Motor Vehicles, Rating Scales, Reading Ability, Research, *Test Validity

Identifiers—Metropolitan Achievement Test

Two correlated-job measures were compared with the work-sample criterion developed for general vehicle repairmen in earlier military research. Thirty mechanics who had been subjects in the earlier study took paper and pencil tests for their military occupational specialty. Later they took the Metropolitan Achievement Test to determine the relationship between reading levels and performance as shown by the written and work sample tests. Three peer ratings were obtained for each subject. Statistical analysis was performed to compare the validity and reliability of the two tests with that of the work-sample criterion. Neither the peer ratings nor the written tests appeared to be sufficiently valid for measuring behavior encompassed by the work-sample criterion. Moreover, the written tests measured trouble shooting proficiency better than

they measured corrective task proficiency. (The report includes three tables, eleven references, and the rating scales.) (Author/LY)

ED 049 453 AC 010 234

Collins, William E.
Effective Approaches to Disorientation
Familiarization for Aviation Personnel.

Civil Aeromedical Inst., Oklahoma City, Okla.
Pub Date Nov 70

Note—22p.

Available from—National Technical Information
Service, Operations Division, Springfield, Vir-
ginia 22151 (AD-719-003, MF \$0.95, PC
\$3.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, Electromechanical
Aids, Evaluation, *Flight Training, *Military
Training, *Safety, *Simulation, *Training
Techniques

Techniques are discussed for providing
familiarization of aviation personnel with dis-
orientation problems (dizziness). Procedures are
spelled out in detail. Methods of modifying exist-
ing equipment as well as an evaluation of avail-
able commercial equipment, are presented. The
techniques have been used with notable success
both at the Civil Aeromedical Institute and in the
field. They are relatively inexpensive, effective
both for participants and for observers, and read-
ily accepted by fliers as pertinent to the aviation
situation. (The report includes charts, photos,
and 27 references.) (Author/LY)

ED 049 454 AC 010 235

Brislin, Richard W.
The Content and Evaluation of Cross-Cultural
Training Programs.

Institute for Defense Analyses, Arlington, Va.
Pub Date Nov 70

Note—80p.

Available from—National Technical Information
Service, Operations Division, Springfield, Vir-
ginia 22151 (AD-719-410, MF \$0.95, PC
\$3.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Cross Cultural
Training, Educational Objectives, *Evaluation
Techniques, Experimental Programs, *Military
Training, *Program Evaluation, Research,
Training Techniques

The paper reviews and evaluates the content of
operational and experimental cross cultural train-
ing programs within the three military services. In
addition, data from other sources are examined.
Specific programs are described, along with the
methods used for evaluating the long-range ef-
fects of cross cultural training. Finally, techniques
are recommended which appear to be effective
for use in the military. The document includes
two tables and an extensive bibliography.
(Author/LY)

ED 049 455 AC 010 236

National Driver Education and Training Sym-
posia. Public and Nonpublic Schools, December 1-
4, 1968. Commercial Driving Schools, January
26-29, 1969.

Institute for Educational Development, El Segun-
do, Calif.

Pub Date 69

Note—376p.

Available from—National Technical Information
Service, Operations Division, Springfield, Vir-
ginia 22151 (PB-184-014, MF \$0.95, PC
\$3.00)

Document Not Available from EDRS.

Descriptors—Adult Learning, Bibliographies,
*Driver Education, Evaluation Methods, In-
structional Staff, National Organizations,
Private Schools, Program Evaluation,
Proprietary Schools, Public Schools, Respon-
sibility, *Safety, Standards, Student Evaluation,
*Symposia, Training Techniques

Identifiers—National Highway Safety Bureau

Symposium activities included presentations on
the state of the art in driver education and re-
lated fields; the communication of the plans, poli-
cies, and programs of the National Highway
Safety Bureau (NHSB) to public schools, non-
public schools, and commercial driving schools;
and information exchange between the NHSB
professional personnel in each type of school.
Seminars, papers, and other symposium events
were set up to facilitate communication between
featured speakers and other participants. Such is-
sues and concerns as training techniques, staffing,

evaluation of programs and students, and
proprietary school standards and certification,
were considered. (The document includes tables
and charts, numerous references, report abstracts,
seminars and panels, and a questionnaire.)
(Author/LY)

ED 049 456 AC 010 240

Human Services. A Syllabus.

College for Human Services, New York, N. Y.

Pub Date Nov 69

Note—68p.

Available from—College for Human Services,
201 Varick Street, New York, N.Y. 10014

Document Not Available from EDRS.

Descriptors—Adult Education, *Bibliographies,
Community Colleges, Community Surveys,
*Core Curriculum, Disadvantaged Groups,
*Elective Subjects, *Human Services, In-
dividual Characteristics, *Professional Educa-
tion, Socialization, Work Experience, Work
Study Programs

Identifiers—College for Human Services, New
York City

This document is a syllabus of the core
academic curriculum of the College for Human
Services, a specialized educational institution
which trains low income adults in New York City
as new professionals in the human services,
through a two year work study program. The cur-
riculum, as it is described here, presents an over-
view of the courses of study and does not attempt
to convey the developmental process involved in
the teacher student interaction. The bibliogra-
phies listed represent the resources used in
preparing the required and supplementary
readings for each aspect of the curriculum. The
first year is organized around such interdisciplinary
units as: the individual; man in society; the
community survey; and social change. The
second year academic core curriculum is both
more flexible and directly related to the field ex-
perience. The units involved include principles of
teaching; principles of social work; psychology;
urban changes; literature, with a focus on Black
and Puerto Rican writings; economics; Spanish;
and English as a second language. Moreover
there are three research units included wherein
the student may pursue a topic of his own choos-
ing. (Author/DM)

ED 049 457 AC 010 241

Cohen, Audrey C.

College for Human Services. A Model for Innova-
tion in Urban Higher Education.

Women's Talent Corps, New York, N.Y.

Pub Date 69

Note—28p.; Revised Edition

Available from—Women's Talent Corps, 201
Varick St., New York, N.Y. 10014

Document Not Available from EDRS.

Descriptors—Adult Education, *Community Col-
leges, Curriculum, *Disadvantaged Groups,
Educational Innovation, Faculty, Historical
Reviews, *Human Services, *Professional Educa-
tion, Student Characteristics, Teaching
Methods, *Urban Areas

Identifiers—College for Human Services, New
York City

Based on the situation that even the experi-
mental institutions of higher and adult education
are still largely closed to disadvantaged groups,
this document projects the College of Human
Services as a prototype of extending educational
and economic opportunity to the poor by training
them for paraprofessional jobs in the human ser-
vices. It traces the evolution of the College for
Human Services from its source in the Women's
Talent Corps program. It describes the proposed
College for Human Services in terms of its objec-
tives, instructional techniques, clientele, the
faculty and the curriculum. (DM)

ED 049 458 AC 010 242

The College for Human Services. A New Concept
in Professional Higher Education for Low-In-
come Adults.

College for Human Services, New York, N. Y.

Pub Date Oct 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Community Col-
leges, *Disadvantaged Groups, Faculty, Historical
Reviews, *Human Services, *Professional
Education, *Urban Areas, Work Study Pro-
grams

Identifiers—College for Human Services, New
York City

This short document is an historical review of
the development of the College for Human Ser-
vices, a specialized educational institution offer-
ing a subsidized two year work study program
which prepares adults for careers as new profes-
sionals in the human services. The objectives, ac-
complishments, student and faculty backgrounds
and roles, the curriculum, and the sources of
financial support are briefly overviewed. (DM)

ED 049 459 AC 010 243

Cohen, Audrey C.

The Job Description: Action Toward Career
Development.

Women's Talent Corps, New York, N.Y.

Pub Date 69

Note—26p.; Revised Edition

Available from—Talent Corps, 201 Varick St.,
New York, N.Y. 10014

Document Not Available from EDRS.

Descriptors—Disadvantaged Groups, *Human
Services, *Occupational Information, *Sub-
professionals, *Talent Identification, *Training,
Urban Areas

Identifiers—New Careers, New York City

In this document, the Talent Corps in New
York City, which was established to orient and
train persons from low income communities to
become paraprofessionals in the human services
and to work toward the establishment of per-
manent career lines in public and private insti-
tutions in the city, provides job descriptions of
twenty paraprofessional positions for which it is
training persons. The information presented in-
cludes the career classifications, job descriptions
and the types of community agencies into which
they have been built. (Author/DM)

ED 049 460 AC 010 244

Cohen, Audrey C.

Human Service Institutes. An Alternative for
Professional Higher Education.

College for Human Services, New York, N. Y.

Pub Date Mar 70

Note—23p.

Available from—College for Human Services,
201 Varick Street, New York, N.Y. 10014

Document Not Available from EDRS.

Descriptors—Certification, Curriculum, *Educa-
tional Innovation, Educational Objectives,
Evaluation, Faculty, *Human Services, *In-
stitutes (Training Programs), Law Instruction,
Models, *Professional Education, *Work Study
Programs

Identifiers—Human Service Institute, New York
City

After noting the deficiencies of the predom-
inant system of traditional higher education and
the growing need for professionals in the human
services fields, the author proposes the Human
Service Institute as an alternative model for
professional higher education. The model is based
upon the College for Human Services in New
York City. The objective of the model is rapidly
to develop professionals in the human services
committed to working for social change. Some
of the features of the model are: (1) its work study
curriculum with a bachelor's degree awarded
after two years with the emphasis placed on in-
volvement in social change as the moral
equivalent of research; and (2) an evaluation and
certification process based on the student's ability
to demonstrate through job performance his
capacity to make an effective contribution to the
human services through an integration of
knowledge and skills in the field. The role of the
faculty is also discussed. Appended is a model for
some alternative routes in legal education. (DM)

AL

ED 049 461 48 AL 002 788

Coffin, Edna A. And Others

Studies in Language and Language Behavior,
Phase VI. February 1, 1970 to January 31,
1971. Final Report.

Michigan Univ., Ann Arbor. Center for Research
on Language and Language Behavior.

Spons Agency—Institute of International Studies
(DHEW/OE), Washington, D.C.

Bureau No—BR-9-7740

Pub Date 31 Jan 71

Contract—OEC-0-9-097740-3743(014)

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, *Arabic, *Behavioral Science Research, *Hebrew, *Language Research, Program Descriptions, Reference Materials, *Second Language Learning, Surveys

The present final report covers the various activities of the Center for Research on Language and Language Behavior at the University of Michigan at Ann Arbor during the final year of its operation before its closing on January 31, 1971. A prefatory section lists completed projects and the availability of individual reports. Included in this document are the following reports: (1) "Instructional Material for Intermediate Modern Hebrew," by E. A. Coffin and G. M. Schramm; (2) "The Role of Personality Variables in Second Language Learning," by A. Z. Guiora; (3) "Computerized Study of Syntax of Modern Literary Arabic," by E. McCarrus and R. Rammun; and (4) a report on the activities of CRLBL, 1965-1970, "The Center for Research on Language and Language Behavior: A Survey of Research," by B. Greene. The last report is followed by a listing of CRLBL progress reports, selected studies, completed doctoral dissertations, and publications. See AL 002 789-AL 002 793 for related documents. (AMM)

ED 049 462 48 AL 002 789
Dew, James E.

The Development of a Cantonese Course for Students Acquainted with Mandarin. Final Report. Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-9-7740

Pub Date 31 Jan 71

Contract—OEC-0-9-097740-3743(014)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cantonese, Instructional Materials, Language Instruction, *Mandarin Chinese, *Material Development

This paper describes work that has been completed to date on a course in Cantonese for students who already have some knowledge of Mandarin. Among the topics discussed are the principles on which the course is to be based, the method of data collections, and the organization of the materials that have been so far produced. Specimens of the latter are included. (Author/AMM)

ED 049 463 48 AL 002 790

Koen, Frank

Specifications for the Design of a Test of Knowledge of Foreign Cultural Patterns. Final Report.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-9-7740

Pub Date 31 Jan 71

Contract—OEC-0-9-097740-3743(010)

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Cross Cultural Training, *Foreign Culture, *Second Language Learning, *Test Construction
Identifiers—World View

The point is made that, though foreign language teachers often have among their goals the knowledge by students of the unique patterns of thought, behavior and attitudes that characterize members of a target culture, there have been few systematic attempts to evaluate these outcomes. A general design for such a test is suggested, including three classes of items. Class A items are designed to measure the student's knowledge of how to conduct oneself in a variety of everyday situations common to the target culture; Class B items probe the student's understanding of general patterns of social interaction that are common to many specific situations; and Class C items test how successfully the student can adopt temporarily the world-view of the target culture. In general, the student must first identify the ways in which target-culture norms are being violated in a recorded episode, then describe alternate moves which would correct these violations. (Author/AMM)

ED 049 464 48 AL 002 791

Geis, George L. Chapman, Reuben

Knowledge of Results and Other Possible Reinforcers in Self-Instructional Systems. Final Report.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-9-7740

Pub Date 31 Jan 71

Contract—OEC-0-9-097740-3743(014)

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Autoinstructional Methods, *Feedback, Literature Reviews, *Reinforcement

Knowledge of results (KOR) is most frequently cited as the reinforcer in self-instructional systems. The printed answer in a programmed text, for example, is supposed to reinforce the response the student emits previous to observing that answer. Some other possible reinforcers are briefly discussed in this paper before the literature on KOR in self-instruction was selectively reviewed. The review was organized as a search for evidence that KOR might appropriately be called a reinforcer. Studies comparing programs with and without feedback were examined; the weight of evidence from these global studies was that feedback did not enhance learning, as measured by immediate post-test scores or by retention tests. In at least one case there seemed to be a decrement in performance traceable to the presentation of feedback. Studies in which "schedules of reinforcement" were varied similarly failed to show effects that would be expected if KOR were acting as a reinforcer. One major study involving delay of KOR did report the effect expected when delivery of a reinforcer is delayed. Other studies on delay do not replicate this finding. Finer grained analyses of student behavior and KOR begin to reveal specific conditions under which KOR seems to be acting as a reinforcer. (Author/AMM)

ED 049 465 48 AL 002 792

RAMMUNY, Raji M.

Interaction Between Prose Styles and Linguistic Developments in Arabic After World War II. Final Report.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-9-7740

Pub Date 31 Jan 71

Contract—OEC-0-9-097740-3743(014)

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Arabic, *Language Development, Literary History, *Literary Influences, *Literary Styles

This article reviews the prose literary styles used in literary Arabic in the period following the Second World War, and attempts to explain the considerable relationship between these prose styles and the developments which characterize Arabic prose in terms of form and content in this period. The work is based on a study of 36 authors representing 12 Arab geographic areas. One or more works of each author was chosen; their prose was analyzed and categorized "in precise linguistic terms using a comprehensive description of each sentence with its components as well as its vocabulary." The analyzed products were then fed into a computer from which grammatical constructions were studied. The prose writings revealed that modern Arabic prose falls into three style types: modern simple style, pure middle style, and grandiose style. Illustrations of each style are presented and discussed. (AMM)

ED 049 466 48 AL 002 793

Riegel, Klaus F.

Psychological Studies in Bilingual Performances and Cross-Linguistic Differences. Final Report.

Michigan Univ., Ann Arbor. Center for Research on Language and Language Behavior.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-9-7740

Pub Date 31 Jan 71

Contract—OEC-0-9-097740-3743(014)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Bilingualism, *Linguistic Performance, *Psycholinguistics, Second Language Learning, *Translation

In the first section of this paper, the author analyzes concepts and theoretical issues found to be significant for the topics of investigation but

neither sufficiently explicated nor fully incorporated into the studies to be described later. It is felt that much further work needs to be done in order to achieve such goals. In the second section, a cross-linguistic psychological analysis is described which contributes a prerequisite for the following, more complex investigations of bilingual behavior. In the third section, these investigations are reported which explore implicit and explicit response tendencies in intralingual and interlingual performance. In the fourth section, psychological difficulties in translation, especially problems of rearrangements or interlingual transformations, are investigated. (Author/AMM)

ED 049 467

Mackey, William Francis

Interlingual Distance.

Laval Univ., Quebec. International Center on Bilingualism.

Pub Date 71

Note—139p.; Presented at "The Quantification of Multidimensional Differences" at the Conference on Contrastive Linguistics and Language Universals at the University of Hawaii, January 11-16, 1971

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bilingualism, Computational Linguistics, Connected Discourse, *Contrastive Linguistics, English, French, *Language Universals, Semantics, Taxonomy
Identifiers—*Interlingual Distance

The measurement of interlingual distance (how far removed one language is from another) is both possible and feasible; and it can be computed in different ways. The difference between the codes of the two languages can be measured by one technique and the differences in samples of discourse by another. The samples may be measured as static entities covering a certain space, or as dynamic or kinetic sequences unrolling in time. The distance between two languages may be measured as the sum of their differences or as the amount of work necessary to convert one language into another. Each can be measured either by taking all the characteristics in which two languages can differ and counting the number of differences in each, or by integrating the immediately observable differences into a single formula of measurement. (This study of interlingual distance begins with a discussion of language universals and types of interlingual distance, followed by a discussion of semantic and formal differences and taxonomic and integral distances in discourse. Figures and tables, using French and English as contrastive illustrations, are included.) (Author/AMM)

ED 049 468 48 AL 002 795

Pacak, Milos Pratt, Arnold W.

The Function of Semantics in Automated Language Processing.

Pub Date Apr 71

Note—18p.; Reprint from Proceedings of the Symposium on Information Storage and Retrieval, held April 1-2, 1971 at the University of Maryland

Available from—Association for Computing Machinery, 1133 Avenue of the Americas, New York, N.Y.

Document Not Available from EDRS.

Descriptors—*Computational Linguistics, *Information Processing, Information Retrieval, Linguistic Theory, *Semantics, Transformation Generative Grammar

This paper is a survey of some of the major semantic models that have been developed for automated semantic analysis of natural language. Current approaches to semantic analysis and logical inference are based mainly on models of human cognitive processes such as Quillian's semantic memory, Simon's Protosyntax III and others. All existing systems and/or models, more or less experimental, were applied to a small subset of English. They are highly tentative because the definitions of semantic processes and semantically structured lexicons are not formulated rigorously. This is due mainly to the fact that it is unknown whether a unique, consistent hierarchization of the semantic features of language is possible. However, the models described are significant contributions to an unexplored field called semantics. The progressive development of a sophisticated, semantically based system for automated processing of natural language is a realistic goal. It should not be neglected despite the fact that it is difficult to

predict when this goal will be achieved.
(Author/AMM)

CG

ED 049 469 24 CG 006 044

Glaser, Edward M. Sarason, Irwin G.
Reinforcing Productive Classroom Behavior: A Teacher's Guide to Behavior Modification. Final Report.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0537

Pub Date Sep 70

Contract—OEC-9-70-009(508)

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Behavior Problems, *Case Studies, Class Management, Classroom Environment, Elementary Schools, Operant Conditioning, Reinforcement, *Teacher Role, *Teaching Guides

Designed to be of help to classroom teachers who may not be trained in the application of operant conditioning methods to classroom behavior, this guide to behavior modification attempts to provide practical suggestions which have been validated in research studies. Contained in the guide are descriptions of some common elementary classroom problems, the principles and ethical considerations in the use of behavior modification, suggestions for creating a better learning climate in the classroom, examples of practical applications of behavior principles, and several illustrative case studies based upon research investigations. Appended is a glossary of behavioral terms and an annotated bibliography. While the examples for the guide are drawn from the elementary level, teachers working with older children may find helpful suggestions applicable to their own classrooms. (Author/CJ)

ED 049 470 CG 006 255

Delulio, Robert S.

An Analysis of College Freshmen Perceptions of Staff Members Who Functioned as Counselors Compared to Those Who Functioned as Teachers and Counselors.

Boston Univ., Mass. School of Education.

Pub Date 70

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Freshmen, *Counseling Effectiveness, Counseling Goals, *Counseling Services, Counselor Characteristics, Counselor Evaluation, Counselor Functions, *Counselors, Needs, Student Personnel Services, *Student Personnel Workers, Teachers

A total of 289 Boston University College of Basic Studies freshmen were randomly divided into two groups: (1) the Experimental Group in which each student was assigned a counselor who was also his psychology instructor; and (2) the Control Group in which each student was assigned a counselor who was not in a teaching relationship to him. Pre-study equivalence was established for the two groups on the basis of personality characteristics, levels of positive mental health, verbal ability, selected background data, and academic motivation. No differences were found between those students who did and did not see their counselors. Further, for those students who did see their counselors, the findings indicated that both groups perceived the interpersonal responses of their counselors in the same way, and that they brought similar problems to them. The study concludes that the teacher-counselor's role does not limit the number or nature of his counseling contacts. No evidence was produced against having a student counseled by one who also teaches him. (TL)

ED 049 471 CG 006 270

Bucklin, Robert W. And Others

The Academic Support Center: A Program Description and Future Projections.

Pub Date 70

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, College Role, *College Students, Disadvantaged Groups,

*Disadvantaged Youth, Educational Innovation, *Educational Needs, Educational Programs, Institutional Role, Remedial Programs, *Special Programs, *Student Personnel Services

Identifiers—Lake Superior State College

The Special Services Project, designed to provide a multidimensional support program for disadvantaged college freshmen, is described. The program is designed to provide for the identification of appropriate students, their strong support during their freshman year, and the opportunity for students to return to the program in areas of individual need throughout their college career. Four main divisions are delineated: (1) academic skill building, (2) social skill building, (3) situational skill building, and (4) special services. Both a demographic and a general personal/cultural picture of the target population are elaborated. A comprehensive description of the project from its earliest developmental period through its present operational form includes a statement of objectives and plans for the future. (TL)

ED 049 472 CG 006 272

Fathi, Asghar Watson, Walter B.

Family Planning Research in a Developing Area: A Different Approach.

Calgary Univ. (Alberta); Population Council, New York, N.Y.

Spons Agency—Washington Univ., Seattle.

Pub Date Sep 69

Note—16p.; Paper presented at the Institut International De Sociologie in Rome, September, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, Cross Cultural Studies, *Cultural Differences, *Cultural Factors, *Developing Nations, Educational Research, Field Interviews, *Field Studies, Research, Research Design, *Research Methodology, Research Needs, *Research Problems

The authors discuss the difficulties in adapting American methods of field work to the cultural conditions in pre-industrial societies, in this case a pilot study on family planning in a Middle Eastern Moslem country. It is demonstrated that if the researcher is native and has kinship ties in a traditional community, he can use these assets: (1) to expedite the hiring of relatively qualified field workers, (2) to bypass intervention from local officials and gain their support, and (3) to bridge gaps between the project director and field workers by making the research a clan project. Certain drawbacks are discussed. Acknowledging the increasing number of social scientists from underdeveloped areas who are being trained in empirical research methodology, the authors feel their work might contribute to an understanding of problems associated with doing research in underdeveloped areas and their possible solutions. (TL)

ED 049 473 CG 006 273

Faulman, Jane And Others

A Biography of a Class Study. Freshman Class Biographical Inventory: 1968-1969. Study 21. Freshman Class Status Report 1967-68. Studies 17, 18, 19 and Studies 23, 24, 25 for 1969-70.

State Univ. of New York, Buffalo. Div. of Instructional Services.

Pub Date 70

Note—273p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Biographies, *College Freshmen, College Students, Demography, Questionnaires, *Research, Research Methodology, Research Projects, Statistical Analysis, Student Attitudes, *Student Characteristics, Student Distribution, *Student Experience, Student Records, Students

These seven reports are part of the developmental and longitudinal "Biography of a Class" research project at the State University of New York at Buffalo. Two reports contain demographic data, obtained from computer output, which describes the 1967 and 1969 freshman classes relative to: (1) sex, (2) marital status, (3) local residence, (4) first enrollment, (5) high school locale, and (6) permanent residence. Biographical data, such as mother's and father's education and occupation was collected via the Student Personnel Questionnaire. The major findings, comprising two reports, are presented for the freshman classes of 1967 and 1970. Another two reports describe the distribution of

1967 and 1969 freshmen with regard to academic field and curricula within fields. These data are presented as a function of sex, place of residence and local high school. The seventh report provides previously unpublished information about 1967 and 1968 freshman student attitudes toward their high school experiences, expectations about college, and future aspirations. In all reports comprehensive data tables are included. (TL)

ED 049 474 CG 006 274

Haettenschwille, D. L.

Counseling Black College Students in Special Programs.

Pub Date 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, *College Students, Counseling Effectiveness, *Counseling Services, Counselor Characteristics, *Counselor Qualifications, Counselor Role, Disadvantaged Groups, Educationally Disadvantaged, Negroes, *Negro Students, Negro Youth, Nondirective Counseling, *Socioeconomic Influences

Citing the large numbers of disadvantaged black students now being admitted into college in special programs, the author discusses the special counseling needs engendered by their encounter with the institutional demands and alienating effects of the impersonal, white middle-class institution. To assist these students, the counselor must establish a unique relationship with them at a critical moment through an outreach approach. It is anticipated that the counselor will also be called upon to assist the student in the resolution of an identity crisis precipitated by the black student's participation in white institutional life. While not automatically disqualifying white counselors, the author states that they may need to modify their style of counseling from nondirective to open and direct. (TL)

ED 049 475 CG 006 279

A Guide for Elementary Guidance and Counseling in Oklahoma Schools.

Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 70

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Counseling, Counseling Programs, Counseling Services, Elementary Education, *Elementary School Counseling, Elementary School Counselors, *Elementary School Guidance, Elementary Schools, *Elementary School Students, Guidance, Guidance Functions, *Guidance Objectives, Guidance Personnel, *Guidance Programs, Guidance Services

Starting from the premise that guidance is a technique for facilitating learning and the development of youth, this booklet represents the thinking of teachers, administrators and college personnel about guidance related concepts. The guide deals with a comprehensive range of topics: (1) the history, needs and trends of elementary guidance in Oklahoma, (2) the philosophy, principles and objectives of elementary school guidance, (3) the developmental aspects and special needs of elementary school children, and (4) the responsibilities and competencies of the elementary school counselor. The bulk of the guide delineates the essential components of elementary school guidance programs. A short bibliography is included. (TL)

ED 049 476 CG 006 280

Drug Dependence and Abuse: A Selected Bibliography.

National Inst. of Mental Health, Chevy Chase, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Mar 71

Note—57p.

Available from—Superintendent of Documents, United States Government Printing Office, Washington, D. C. 20402 (\$0.60 per copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Drug Abuse, *Drug Addiction, *Drug Legislation, Laws, Lysergic Acid Diethylamide, Marijuana, *Narcotics

This selected list of references is designed to provide an introduction to both scientific and popular drug abuse literature. Criteria for selection are presented and include: (1) 1969 or 1970 books by recognized and authoritative writers, (2) current and responsible research, (3) classic

books, articles and studies, and (4) factual popular literature. The bibliography specifies 21 major subject areas developed through working with the literature and consulting experts. Some of the areas covered are: (1) socio-cultural aspects, (2) law and public policy, (3) etiology, (4) treatment and rehabilitation, (5) prevention, (6) pharmacology, chemistry and toxicology, and (7) behavioral, physiological and psychological effects. (TL)

ED 049 477 CG 006 281

Strand IV: Environmental and Community Health. Environmental and Public Health, Grades 10, 11, and 12. Special Edition for Evaluation and Discussion.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 71

Note—183p.

Available from—New York State ERIC Service, Room 468 EBA, State Department of Education, Albany, New York 12224. (Microfiche at no cost to educators)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, Curriculum Enrichment, Curriculum Guides, *Environmental Education, Health, *Health Education, High School Curriculum, *Instructional Aids, Instructional Materials, Resource Guides, *Resource Materials, Teaching Guides

This publication contains curriculum suggestions for teaching the Environmental and Public Health component (grades 10, 11, and 12) of this prototype curriculum series. The format consists of four columns intended to provide teachers with: (1) a basic content outline, (2) a list of major understandings and fundamental concepts, (3) information about resource materials, and (4) teaching aids. Specific curriculum contents include: (1) rationale for man to improve his environment, (2) psychological aspects of health, (3) gerontology and geriatrics, and (4) societal health problems. Because of the comprehensive nature of the total curriculum - health program, users are advised to become familiar with all strands presently in print. (TL)

ED 049 478 CG 006 282

Strand IV: Environmental and Community Health. Environmental and Public Health, Grades 4-6. Special Edition for Evaluation and Discussion.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 70

Note—145p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (Microfiche at no cost to educators)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, *Curriculum Design, Curriculum Development, Curriculum Planning, Elementary Education, Elementary Grades, *Elementary School Curriculum, Elementary School Role, Elementary Schools, *Elementary School Students, Environment, *Environmental Education, Health Education, *Instructional Materials

This prototype curriculum is designed to develop awareness of the challenges man faces in his crowded communities to insure clean water, pest control, waste removal, safe food handling and adequate community health facilities. It distinguishes between the prevention of future environmental abuse and compensation for past abuses. Both the gaining of factual knowledge and the elicitation of a personal commitment by the pupil for working against environmental threats are among the purposes of the curriculum. The format is divided as follows: (1) major understandings and fundamental concepts, (2) suggested teaching aids and learning activities, and (3) supplementary information for teachers. (Author/TL)

ED 049 479 CG 006 283

Ride a White Horse. A Filmstrip Manual for Drug Education.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 71

Note—24p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department,

Albany, New York 12224 (Microfiche at no cost to educators)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, Adult Education, *Adult Students, Audiovisual Aids, *Audiovisual Instruction, *Drug Abuse, *Filmstrips, *Health Education, *Teaching Techniques

This manual is designed to assist teachers in their discussions with adult students regarding society's current crisis in the area of drug abuse. It specifically delineates approaches, questions and techniques suggested for use with the filmstrip on drug abuse, "Ride a White Horse". The complete script and a description of the action of the filmstrip is incorporated into the manual. The filmstrip however is not included. (TL/Author)

ED 049 480 CG 006 284

Andersen, Dale G. And Others

Guidance Evaluation Guidelines. Guidelines for Evaluation of Counseling and Guidance Programs.

Washington State Board of Education, Olympia; Washington State Univ., Pullman.

Pub Date 67

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Evaluation, Counseling Effectiveness, Counseling Programs, Counselor Evaluation, *Evaluation, Evaluation Criteria, Evaluation Methods, Evaluation Needs, *Evaluation Techniques, *Guidance Programs, *Personnel Evaluation, *Program Evaluation, Program Improvement

Particular aspects of evaluating counseling and guidance programs are discussed and various services which must be included if such programs are to optimally serve the total educational program are reviewed. After a short discussion of: (1) the importance of evaluation, (2) its guiding philosophy, (3) evaluation of staff qualities, and (4) evaluation techniques. The dimensions of an evaluation study are delineated. They include: (1) organizational and administrative structure, (2) physical facilities, (3) guidance personnel, and (4) guidance services. Brief consideration is given to available federal, state and local resources. A select bibliography concludes the publication. (TL)

ED 049 481 CG 006 285

The Vocational Status of Michigan Rehabilitants of Fiscal Year 1969 Two Years After Closure. The Results of a Follow-Up Study and Benefit/Cost Analysis.

Michigan State Dept. of Education, Lansing. Div. of Vocational Rehabilitation.

Pub Date Feb 71

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Evaluation Methods, *Followup Studies, *Handicapped, Mentally Handicapped, Physically Handicapped, Sheltered Workshops, *Vocational Adjustment, Vocational Counseling, Vocational Development, *Vocational Followup, *Vocational Rehabilitation, Vocational Training Centers, Welfare Recipients, Workmen Compensation

This report describes the post-closure vocational status of a random sample of five separate Minnesota Division of Vocational Rehabilitation program groups: (1) physically disabled; (2) mentally ill; (3) mentally retarded; (4) public assistance recipients; and (5) workmen's compensation recipients. The study, based on benefit/cost theory, demonstrates the continuing economic benefits which result from the investment of state and federal funds in the rehabilitation of the disabled. Conclusions indicate that: (1) at the time of followup, 75% of the rehabilitants studied were productively engaged in competitive or sheltered employment or as homemakers; (2) 60% of the rehabilitants formerly on Public Assistance were removed from the welfare rolls; and (3) economic benefits in terms of increased earnings and reduced welfare payments equalled the cost of all rehabilitation services within a period of less than one year. The report concludes that rehabilitation programs are a profitable and worthy investment. (TL)

ED 049 482 CG 006 288

Bogue, E. G.

Strategies for Action: An Outline of Factors Which Influence Decisions on Program Plans.

Memphis State Univ., Tenn.

Pub Date Apr 71

Note—27p.; Paper presented at the American Association of Collegiate Registrars and Admissions Officers Convention in St Louis, Missouri, April, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Decision Making, Financial Support, *Higher Education, *Program Development, *Program Evaluation, *Program Planning, Resources

This paper discusses strategies which can help the admissions officer/registrar be more effective in having his program plans transformed into reality. The program planning process is considered from three perspectives beginning with a brief discussion of the current state of program development in higher education. It is conjectured that the present financial squeeze is likely to continue for the next decade and consequently it will be difficult to obtain financial resources for new programs and there will be pressure for more effective management of resources. Though growth may be slowed, a number of positive incentives may emerge from these conditions. The next section examines the necessary preparation within the admissions and registrar's offices and it is proposed that this preparation include a critical evaluation of current operations including organizational goals, patterns of staffing, contributions of technology, and adequacy of procedures. The final section discusses yardsticks likely to be applied in the evaluation of program plans. Examples are: (1) Does the past performance of the admissions officer/registrar inspire trust in his ability? (2) Is the program clearly constructed and alternatives provided? and (3) Does the program further the overall goals of the institution? (RSM)

ED 049 483 CG 006 290

Cline, Brenda J. And Others

Elementary School Group Counseling by Mental Health Consultants.

Bexar County Community Guidance Center, San Antonio, Tex.; Wilford Hall USAF Medical Center, Lackland AFB, Tex.

Pub Date [69]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Consultants, Counseling, *Elementary School Counseling, Elementary School Students, Evaluation, *Group Counseling, *Interpersonal Problems, Mental Health Programs

Identifiers—Leadership Laboratory

The effectiveness of an elementary school group counseling program that was conducted in the school setting by consultants from a community mental health agency was investigated. Subjects for the experimental group were twelve elementary school students who evidenced significant school-related problems, but seemed to have more potential for learning either socially or academically than they had exhibited. Three mental health specialists led one and one half hour meetings, which were held weekly as part of the school curriculum. Academic and attitudinal school grades were used as the criterion for evaluation. An analysis of variance of the grades indicated a significant positive increase at the .05 level in the mean Grade Point Averages of the participating students. (Author)

ED 049 484 CG 006 291

Dolan, R. Edmund

An Environmental Assessment of Wilbur Wright College by Students in Differing Curricula Programs.

Loyola Univ., Chicago, Ill.

Pub Date Jan 71

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Colleges, *College Students, *Educational Environment, Environment, *Research, Student Attitudes, *Student Evaluation, Students

The central purpose of this study was to discover how students enrolled in different curricula programs (Vocational-Technical, College Transfer and General Studies) assessed (1) the quality of instruction; (2) the value of various student services; and (3) specific college practices, policies, and facilities. Another purpose was to determine if various success rate measures were related to the students' assessment of the college. It was hypothesized that there would be no significant differences between the various groups in their perception of instruction; student

services; and college practices, policies, and facilities; and that there would be no significant relationship between student success and their perception of these factors. One hundred students in each program completed the Institutional Self Study Survey and their responses were analyzed to determine significant differences. The only significant difference between the groups was in their evaluation of selected student services; in all other cases the null hypotheses were supported. Recommendations to the Wright College community, based upon the results of the study, are presented. (RSM/Author)

ED 049 485 CG 006 292

Elder, Glen H., Jr.

The Student Group in Formal Education.

American Educational Research Association, Washington, D.C.; North Carolina Univ., Chapel Hill.

Pub Date Mar 70

Note—29p.; Paper presented at the American Educational Research Association Convention in Minneapolis, Minnesota, March 22-26, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comprehensive High Schools, *Group Dynamics, Groups, *Heterogeneous Grouping, Homogeneous Grouping, Individual Differences, *Interaction, *Intergroup Relations, Models, *Student Grouping, Students, Teaching Methods

This paper discusses the use of student groups in formal education. A model is proposed which involves the development of student interdependence on common tasks, the use of group incentives which may be earned through competition with a standard or with other groups, and the exchange of student resources in teaching and learning. In contrast to the prevailing emphasis on similarity for grouping in schools and classrooms, it is argued that individual differences in age, skills, and socio-cultural experiences should be thought of as resources for exchange in student relationships. Such resources represent a potential basis for a division of labor and student teaching in the student collective. Some issues associated with student heterogeneity and relationships in comprehensive schools are explored. Student similarity and differences as a basis for groups are evaluated with emphasis on their consequences for intellectual growth, student solidarity, and conflict. In the final portion of the essay conditions which are supportive of an equitable student exchange are described. (RSM/Author)

ED 049 486 CG 006 294

Lantz, Joanne B.

[On the Position of Women in Society.]

American Personnel and Guidance Association, Washington, D.C.

Pub Date 5 Apr 71

Note—8p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discriminatory Attitudes (Social), *Economic Disadvantage, *Employment, *Females, *Feminism, *Social Discrimination, Working Women

This paper discusses discrimination against women in our society. Statements and sayings from all over the world which reflect historical discriminatory attitudes towards women are quoted and it is evident that such attitudes are still prevalent in contemporary times. Despite federal legislation and state laws banning sex discrimination, the need to improve women's relative position in the economy is still urgent. It is claimed that occupationally women are more disadvantaged today in comparison to men than they were thirty years ago. Consequently there is a strong need to grant women equal opportunity in terms of job training, educational programs, occupational entrance, advancement, and salary. It is not suggested that all women should work or that all women should be professionals but that each person should have the right to choose what they will or will not do with their lives. (RSM)

ED 049 487 CG 006 296

Milam, Evelyn

The "SAD" (Sex, Alcohol, Drugs) Scene - A Vehicle for Positive Counseling.

Pub Date [71]

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alcoholism, *Counseling, Counselors, *Drug Abuse, Interpersonal Competence, Interpersonal Relationship, Needs, *Sexuality, *Youth, Youth Problems

This paper attempts to demonstrate that the natural process of need orientation stifles the positive communication between client and counselor. Both young people and adults have the need to sharpen their perspectives, to be more perceptive, to be more aware of self and others, and to communicate ideas and feelings more effectively. There is a difference, however, in the level of achievement which tends to fulfill the two groups and communication between adults and youth about these basic needs tends to break down. Young people's desire to improve their interaction with peers and adults often leads them to experiment with sex, alcohol, and drugs (SAD). For many adults and counselors reality about the SAD scene is a personal threat and they tend to impose their values upon young people without listening or trying to understand. Counselor training must be changed or expanded in an effort to help counselors and young people communicate more effectively on these tension producing subjects and to accept each other as worthwhile individuals. (RSM)

ED 049 488 CG 006 297

Morris, W. W.

Does the Transcript Tell Enough?

Iowa Univ., Iowa City. Coll. of Medicine.

Pub Date 27 Apr 71

Note—14p.; Paper presented at the American Association of Collegiate Registrars and Admission Officers, St. Louis, Missouri, April, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement, *Academic Performance, *Admission Criteria, Medical Schools, *Medical Students, Needs, Personality, Values

This paper relates the non-intellectual characteristics of medical school applicants to subsequent success in medical school. The hypotheses investigated were: (1) there is a relationship between verbal and quantitative ability and medical school achievement; (2) these ability measures are related to non-intellectual as well as intellectual factors; and (3) deviations from predicted performance will be related to non-intellectual factors thus affording clues to better understanding of achievement in terms of needs, temperaments, and value systems of the students. It was found that Verbal Ability and Quantitative Ability Scores on the Medical College Admission Test (MCAT); medical school cumulative grades; and the deviation of grades from those which would have been predicted by the MCAT scores separately were related to scores on the Edwards Personal Preference Schedule, on the Thurstone Temperament Schedule, and on the Allport-Vernan-Lindzey Study of Values. Correlation coefficients tended to be of low magnitude and the non-intellectual variables were often quite different from study to study. (RSM/Author)

ED 049 489 CG 006 298

Oltman, Ruth M.

The Evolving Role of the Women's Liberation Movement in Higher Education.

American Association of Univ. Women, Washington, D.C.

Pub Date 15 Mar 71

Note—9p.; Paper presented at the American Association of University Women Convention in Chicago, Illinois, March, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Equality, Employment, *Females, *Feminism, *Higher Education, Professional Training, *Social Discrimination, *Women's Education

While increasing numbers of women are attending college today, their professional opportunities remain limited and many types of discrimination exist. A major thrust to improve the role of women in academe is developing from diverse sources and one of these efforts is a survey conducted by the American Association of University Women (AAUW) to document aspects of the role of women in higher education. Of AAUW's member institutions, 454 responded to a questionnaire which explored personnel policies affecting women, special programs designed for mature women students, women's participation in decision making, utilization of women's abilities in major offices and committees, and general attitudes of administration regarding women.

Results support the growing data that women do not have equal status with men in academe. At every level - student body, administration, faculty, and trustees - women are under-represented or placed in positions with little power. Institutional and organizational policies which may contribute to discrimination or hinder professional development should be identified and changed. Active recruitment of women for administrative and faculty positions should be encouraged. Only then can women realize their professional potential. (RSM/Author)

ED 049 490 24 CG 006 301

Wildemann, Donald G. Holland, James G.

The Effects of Delay and Difficulty on Discrimination Learning and Stimulus Generalization.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR5-0253

Pub Date 71

Contract—OEC-410158

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discrimination Learning, *Learning, *Stimulus Generalization

Following training on an easy size discrimination, pigeons were matched on the basis of stimulus control by the positive stimulus following generalization tests. Three subjects were immediately retrained on a more difficult discrimination along the same dimension, while the remaining three subjects were retrained after a six-month delay. The six-month delay group took longer to learn the more difficult discrimination and displayed less stimulus control on a subsequent generalization test. The intended audience consists of individuals interested in basic learning research and its application. (Author)

ED 049 491 24 CG 006 302

Wildemann, Donald G. Holland, James G.

The Effects of Time Outs to S-Approaches on Transposition and Peak Shift.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR5-0253

Pub Date 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discrimination Learning, *Learning

Relational responding and peak shift were found to be related. In two experiments, pigeons were trained to make a successive discrimination by either the blackout method of errorless learning or training with extinction. In experiment 1, pigeons trained with extinction learned a circled-size discrimination more quickly than pigeons trained with the blackout technique. In experiment 2, the results of experiment 1 were confirmed with a more difficult discrimination and the blackout technique was found to produce both peak shift and relational responding in some subjects. The results were tentatively related to Terrace's analysis of discrimination learning. The question is raised as to whether the blackout technique of errorless learning is not in fact a traditional extinction method. (Author)

ED 049 492 CG 006 303

Andrews, Henry B. Williams, Robert L.

The Effects of Group Contingent Reinforcement on Student Behavior.

Tennessee Univ., Knoxville.

Pub Date 70

Note—28p.

Available from—Henry B. Andrews, 484 Millett, Wright State University, Colonel Glen Highway, Dayton, Ohio 45431. (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Behavior Change, Experimental Psychology, *Group Behavior, *Junior High School Students, Peer Relationship, Reinforcement, Remedial Mathematics, *Task Analysis

Nine seventh- and eighth-grade students who had a history of poor math achievement were selected to participate in the study. Base rate data was gathered which indicated the percent of time the students were engaged in behaviors relevant to the assigned academic tasks. During treat-

ment a clock buzzer apparatus was placed in the room, and the students were told that they could earn free-time contingent on concomitant task relevant behavior by all the class members. The clock was allowed to run when the entire class was working on the assigned materials, which provided a visual display of the cumulative earned free-time. When any of the students behaved inappropriately, the clock was turned off and a buzzer was sounded. The group contingent conditions substantially increased the percent of task relevant behavior emitted by the subjects. A treatment reversal reduced the level of appropriate behavior, and reintroduction of group contingencies again markedly increased the group level of task relevant behavior. Alteration of teacher contingencies had little apparent effect on the students' behavior. (Author)

ED 049 493 CG 006 304

Blackman, Evelyn L.

The Motivational Effect of Values as Content in Group Counseling with Underachieving Adolescents.

Pub Date Apr 71

Note—15p.; Paper presented at the California Educational Research Association in San Diego, California, April 29-30, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic

Achievement,

*Adolescents, Behavior, Counseling, *Group Counseling, Group Discussion, Group Experience, Groups, *Motivation, Pupil Personnel Services, Student Motivation, *Underachievers, *Values

Identifiers—Rokeach Value Survey

Sixty-one adolescent subjects, defined as underachieving and non-motivated and who had been disciplinary problems at school, participated in one of three groups: (1) the experimental group which received vocational orientation and group counseling; (2) a control group which received vocational orientation only; and (3) a control group which received neither. All groups were given the Rokeach Value Survey, the results of which comprised the content for the experimental group's counseling sessions. Results indicated that group counseling, where the content induced meaningful self-revelation, had extended to improvement in achievement and a deceleration of disciplinary referrals. No positive changes were found in the two control groups. It is concluded that group counseling is effective with the population described and that the use of discussions of life values is a viable motivating force. (TL)

ED 049 494 CG 006 305

Dinkmeyer, Don

Group Approaches to Understanding and Changing Behavior.

De Paul Univ., Chicago, Ill.

Pub Date 71

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Counseling Effectiveness, *Counselor Functions, *Counselor Role, Counselors, Group Counseling, Group Dynamics, *Group Experience, *Groups, *Parent Counseling, Parent Participation, Parent School Relationship, Pupil Personnel Services

Noting the increased interest in the use of group approaches, the author discusses the rationale: that human beings are social beings who grow and develop by having adequate and meaningful exposure to social situations. The therapeutic forces which can be operative in groups are listed and the leader's awareness of them as a powerful tool for facilitating human development is urged. Three priorities for school counselors are discussed: (1) collaborating and consulting with groups of teachers; (2) working with groups of students on developmental or crisis-oriented problems; and (3) consultation with parent groups regarding their children. The author suggests organizing groups in terms of a new concept, the "C" group, so named because the factors which make it effective begin with a "C": collaborating, consulting, confronting, clarifying, etc. The paper concludes with a discussion of the teacher as a group leader, developing his knowledge of group procedures to enhance his effectiveness. (TL)

ED 049 495 CG 006 306

Eiben, Ray E.

Impact of a Participatory Group Experience on Counselors in Training.

American Personnel and Guidance Association, Washington, D.C.; Illinois State Univ., Normal. Pub Date 71

Note—13p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Activities, Group Dynamics, *Group Experience, Groups, Human Development, *Personal Growth, *Self Actualization, Self Concept, Self Congruence, *Sensitivity Training, *T Groups

Identifiers—Personal Orientation Inventory, POI, Shostrom

Beginning students in guidance and counseling comprised the two research groups: (1) a sensitivity-participatory group with activities ranging from T-grouping to sensory awareness to creative exercises; and (2) a didactic group in which the main focus was on instructor presentation of material relating to groups. The author sought to determine: (1) if movement toward self-actualization (as measured by Shostrom's Personal Orientation Inventory (POI)) would occur as a result of a participatory group experience; and (2) if there would be between-group differences on pre- and post-group POI mean scores. Results indicated that, for the participatory group, all scales were either highly significant or in the direction of greater self-actualization at the conclusion of the group experience. Only on the Self-Actualizing Value scale did significance reach the required level where a between-group comparison was concerned. The discussion suggests why this is so. (TL)

ED 049 496 CG 006 307

Frederickson, Edward W.

Shape Perception Judgments as a Function of Stimulus Orientation, Stimulus Background, and Perceptual Style.

Human Resources Research Organization, Fort Bliss, Tex. Div. 5.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-70-24

Pub Date Dec 70

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discrimination Learning, Nonverbal Learning, *Perception, Performance Factors, *Space Orientation, Stimulus Behavior, Visual Discrimination, *Visual Perception, *Visual Stimuli

Human recognition behavior is influenced by the phenomenon of shape constancy, which occurs when the shape of an object is correctly perceived regardless of the orientation of the object in space. The research reported here tests the validity of the shape-slant invariance hypothesis, a theoretical formulation of the phenomenon of shape constancy. Two experiments are reported. In one, individual differences were found to influence shape judgment performance, but stimulus shape did not. In the other, the shape and rotation of stimulus objects were found to influence judgments of shape and rotational orientation. The important implications of the results for recognition training in the army are discussed. Training for object recognition may be accomplished employing a limited number of views. (TL)

ED 049 497 CG 006 308

Glaser, Daniel O'Leary, Vincent

The Control and Treatment of Narcotics Use. Parole Decision Making.

National Parole Institutes.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 68

Note—43p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. (\$0.20 per copy)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Behavior Change, Drug Abuse, *Drug Addiction, *Drug Legislation, *Drug Therapy, Group Counseling, Individual Differences, Medical Treatment, *Narcotics, Physiology

After a brief discussion of the physiological effects of drugs on the human body, seven distinctive features of drug usage in the United States since the start of World War II are noted, and initiation into drug usage is described. The notion of a distinct personality type of addicts is not

avored since terms used to characterize the type are not precise, but rather a matter of degree. A review of legislation on the handling of narcotics is given, and several explanations are given for the difficulty in suppressing narcotics traffic. Finally, the controversy over whether drug usage should be considered purely an illness, strictly a crime, or a combination of both is discussed. The methods most widely employed, usually in combination, to combat narcotics use are described. These include: (1) imprisonment; (2) hospitalization, with medical and psychological services; (3) institutional group counseling; (4) community surveillance and testing; (5) casework programs in the community; and (6) mutual aid organizations of ex-addicts. (TA)

ED 049 498 CG 006 309

Healy, Charles C.

Solving the Mystery of Pupil Personnel Services Evaluation.

California Univ., Los Angeles. School of Education.

Pub Date [70]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Evaluation Methods, *Evaluation Techniques, Guidance Services, Performance Criteria, *Performance Specifications, *Pupil Personnel Services, Pupil Personnel Workers, School Services, Students

The paper is addressed to the problem of how to accomplish evaluation of Pupil Personnel Services (PPS) and its product, i.e. youth. It distinguishes between direct and indirect evaluation of the product and the process. Aspects of PPS which make evaluation difficult, but not impossible are noted: (1) the provision of PPS is partially an art and its specification can only be approached; (2) the product is a dynamic developing person and control and observation are properly limited; and (3) goals are difficult to operationalize. An evaluation paradigm which can be followed by PPS professionals is described and applied, by way of illustration, to a dropout prevention program. (TL)

ED 049 499 CG 006 311

Kunze, Karl R.

Overview of Needs, Programs, and Implementations of Vocational Counseling and Guidance.

Pub Date 70

Note—13p.; Paper presented at the Regional Conference on Career Guidance, Counseling and Placement in Burbank, California, April 30-May 1, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Counseling, Career Change, *Career Planning, Counseling, *Counseling Effectiveness, Counseling Goals, Counseling Services, Counselor Performance, Counselors, Job Placement, Occupational Guidance, Vocational Adjustment, *Vocational Counseling, *Vocational Development, Vocational Interests

The author begins by overviewing some recent criticisms of the vocational guidance field: (1) too little collaboration with industrial personnel; (2) an emphasis on processing masses of people rather than on the individual; and (3) the need for a systems approach to counseling. His impressions, from the vantage point of industry (i.e. the placement end of the vocational counseling sequence), suggest flaws in the educational-counseling system, resulting in inappropriate, inexperienced and unqualified job applicants. The differences between a counseling approach and the industrial personnel approach to job seekers/holders are enumerated. Trends and circumstances which may affect the infusion of counseling into industrial relations systems are discussed. The paper concludes with a consideration of "lifelong counseling" wherein adults would have vocational counseling throughout their work histories and even into retirement. (TL)

ED 049 500 CG 006 312

Levinson, Betty Pfeffer, Carol

A University Learning Center.

California Univ., Los Angeles.

Pub Date Apr 71

Note—11p.; Paper presented at the Fourth Annual Conference of the Western College Reading Association in Los Angeles, California, April 1-3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Environment, *College Students, *Disadvantaged Youth, Educational

Development, Educational Environment, Educationally Disadvantaged, Educational Needs, Instructional Innovation, Program Development, Student Development, Student Needs, Student Personnel Programs, *Student Personnel Services

The Learning Center, established one year ago to serve the Special Entry Students at U.C.L.A., is described. The development of a staff capable of responding to the particular needs of this population is briefly discussed and the resulting teamwork informally evaluated. In learning how to assist these students to survive in their new university environment, six hypotheses were stated and used as take-off points for the development of an effective program: (1) traditional instruction had not worked; (2) there were large gaps in skill areas; (3) there would be extremely divergent perceptions of the university; (4) hostility and/or apathy could be anticipated; (5) long term goal orientation would generally be lacking; and (6) the intellectual potential of the students would be equal to that of regularly enrolled students. Within this set of hypotheses, a wide repertoire of approaches to learning basic skills emerged. One such approach to language as a communication process is explained. No formal evaluation has yet been attempted, but the authors feel that the environment, the personalized teaching "techniques," and their general way of regarding individuals have made a difference. (TL)

ED 049 501 CG 006 313

Mendel, Raymond M. Dickinson, Terry L.
The Motivational Determinants of Task Performance in a Non-Industrial Milieu: A Modification and Extension of Vroom's Model.

Iowa State Univ. of Science and Technology, Ames.

Pub Date May 71

Note—10p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Models, *Motivation, Perception, Performance, *Performance Criteria, *Performance Factors, *Self Actualization, Self Concept, Self Esteem, Self Evaluation, Social Reinforcement

Vroom's cognitive model, which proposes to both explain and predict an individual's level of work productivity by drawing on the construct motivation, is discussed and three hypotheses generated: (1) that Vroom's model does predict performance in a non-industrial setting; (2) that it predicts self-perceived performance better than measures externally derived; and (3) that a measure of self-rated expectancy improves the predictive power of the model. All three hypotheses were confirmed on a sample of 33 members of a university wrestling team. Interviews and questionnaire were used to collect relevant data from team members and coaches. Sample items from the questionnaire are included. (TL)

ED 049 502 CG 006 314

Noting, Earl Legee, William

Privileged Communication—Rights and Responsibilities of College Counselors Under Wisconsin Law. Volume 4, Number 6. Counseling Center Reports.

Wisconsin Univ., Madison. Counseling Center.

Pub Date Apr 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Confidentiality, Counseling, Counselor Functions, Counselor Role, *Counselors, Higher Education, *Laws, Legal Problems, *Legal Responsibility, Legislation, Sanctions

Selected legal responsibilities of counselors under the present laws of the State of Wisconsin are reviewed. Specifically, statutes concerning privileged communication and confidentiality, drug abuse and abortion are printed in full or in part, and major questions and basic legal principles relevant to them are examined as they pertain to the counselor or psychologist providing professional services in higher education settings. The paper is concerned with the counselor's delicate job, in which he may be liable to the student for a breach of fiduciary duty, or be liable 'with' the student should he go too far in advising him about unlawful acts. (Author/TL)

ED 049 503

Rosen, Howard

Recent Findings Underscoring the Need for Linking Counseling and Labor Market Information.

American Personnel and Guidance Association, Washington, D.C.; Manpower Administration (DOL), Washington, D.C.

Pub Date 5 Apr 71

Note—16p.; Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Employment, *Employment Opportunities, Females, *Labor Demands, *Labor Market, Longitudinal Studies, Males, Negroes, Occupational Guidance, *Occupational Information, *Vocational Counseling, Working Women, Youth

As a result of the manpower development and training act of 1962, the need to know more about the labor market experience of United States citizens has been emphasized. The census bureau has been collecting data since 1966 on the labor market experience of four groups in our population: men 45-59 years of age, women 30-44, and young men and women 14-24. From this longitudinal study, although its findings are still premature, information indicates that: (1) job changes are not as harmful for young men as heretofore considered; (2) possession both typing and shorthand skills for both young and mature black women puts them in a better position in the labor market than those with neither skill or with typing alone; (3) schools and counselors need to take a much more realistic approach to girls who face the problem of raising a family with inadequate education and training for work; and (4) there is a need for continuing education and upgrading for mature women to prevent a downward occupational movement when re-entering the labor force. Questions are also raised concerning the need for a more flexible school system, more vocational training, better counseling services to black youth and better labor market information. (Author/TA)

ED 049 504

Weaver, Charles E.

Students Of Appalachia.

Ohio State Dept. of Education, Columbus.

Pub Date 12 May 71

Note—10p.; Paper presented at the Education-Business Relations Program Planning Workshop at Concord College, Athens, West Virginia, May 12, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselor Role, *Counselors, *Culturally Disadvantaged, *Disadvantaged Environment, Disadvantaged Youth, Economically Disadvantaged, Educational Environment, Educational Improvement, Educational Needs, *Program Development, Secondary School Students

Identifiers—Appalachia

The author initially identifies what is meant by Appalachia, its geography its resources, and its cultural, educational and economic disadvantage. The priorities of the Appalachian Regional Commission established in 1965, are listed: (1) interstate highway corridors; (2) the furtherance of career exploration and orientation programs in upper elementary and junior high school years; and (3) job training in vocational high schools. Subsequent educationally and work related goals for the area are included. On several pages is reproduced a recent front-page newspaper article which provides considerable insights into Appalachian students. The paper concludes with twenty of the author's suggestions and recommendations pertinent to the question: what can counselors do to change attitudes on a local level in developing new programs? (TL)

ED 049 505

Alcohol and Alcoholism.

National Inst. of Mental Health (DHEW). Chevy Chase, Md. National Clearinghouse for Mental Health Information.

Pub Date 68

Note—84p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. (\$5.00 per copy)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

CG 006 316

Descriptors—*Alcohol Education, *Alcoholism, Community Health, Education, Health, Health Education, *Health Programs, *Prevention, *Program Descriptions, Program Guides, Program Planning, Socially Deviant Behavior

This concise survey presents some of the highlights of modern research on drinking and alcoholism, as based on technical articles published in the scientific literature and the views expressed by leading authorities in the field. Contents include discussions about: (1) the nature and scope of the problem; (2) the chemical composition of alcoholic beverages and their effects on the body; (3) the causes, diagnoses, treatment and prevention of alcoholism; (4) current activities in the fields of services and research; and (5) the national program. An extensive bibliography is included. (TL)

ED 049 506

Current Research on Sleep and Dreams.

National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 65

Note—131p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. (\$65 per copy)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavior, Literature Reviews, Psychological Patterns, *Research, Research Methodology, *Research Reviews (Publications), *Research Tools, *Sleep

Identifiers—*Dreams

This monograph summarizes an extensive body of sleep and dream research in order to indicate the major trends of work in this area. Although a mosaic of disciplines are represented, a spirit of cooperation has made it possible to knit together data which might have remained unrelated. The research reported here provides knowledge about: (1) the nature of sleep; (2) the complex interrelatedness of the brain; (3) the explanation of sleep disorders; (4) the chemistry of sleep; and (5) new instruments and techniques of analyzing data. The document suggests that one of the great contributions of sleep research could be the enlargement of human capacities and the enrichment of human consciousness. In summary, the study of sleep has extended its benefits into medicine, pharmacology, psychiatry, into the scheduling of work and rest, and into the education of the individual acquainting him with himself and the uses of his remarkable brain. (TL)

ED 049 507

Banning, James H.

Community Mental Health Model for Campus Mental Health Services.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date May 71

Note—11p.; Paper presented at the Rocky Mountain Psychological Association in Denver, Colorado, May 12-15, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Service Programs, Counseling Services, Demonstration Programs, *Health Facilities, *Intervention, *Mental Health Programs, *Student Personnel Services, Student Welfare

University and college mental health services have historically modeled themselves after a traditional clinic model. Few delivery systems have been influenced by the community mental health model. The major reason for this lack of influence appears to be the "in loco parentis" stance of colleges and universities. A campus mental health service stemming from a community model would have as its cornerstones community participation and the development, delivery, and evaluation of services, intervention at both community and individual levels and focus upon preventive intervention strategies. Fundamental questions that must be raised when adopting the community model are: what is the counseling services or mental health services role in relation to other systems operating on campus and its role in relation to its largest constituency—students. The paper discusses these last questions in some depth. (Author)

ED 049 508

Blocher, Donald Ferguson, John

Assessment and Projection of Guidance Services of the Des Moines Public Schools.

CG 006 348

Des Moines Public Schools, Iowa.; Minnesota Univ., Minneapolis.; Mississippi Univ., University.

Pub Date 70

Note—43p.; Paper presented at the Iowa Personnel and Guidance Association Convention in Des Moines, Iowa, April 29-May 1, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counselor Evaluation, Evaluation, *Evaluation Needs, *Guidance Functions, *Guidance Objectives, *Guidance Programs, *Guidance Services

This evaluation was conducted to: (1) develop a programmatic assessment of the existing guidance services within the secondary schools, focusing primarily on the perceptions and satisfaction of the recipients of these services; and (2) to project the needs for changes in services, programs, and organizational patterns, as these are dictated by emerging changes in school and community problems, needs of children and youth, and improved capabilities for professional practice. Findings indicate that: (1) there is a desire and backing for a strong program of guidance services built around meeting the educational, vocational, and social needs of students; and (2) parent, teacher, student and community perceptions of counselors as minor administrative functionaries are supported by analyses of counselor activities contained in log records. Vigorous leadership, program flexibility, differentiated staffings, inservice training, staff development, and greater involvement in the curriculum and in special programs within and without the school system are required for such change. (Author/TA)

ED 049 509

CG 006 349

Boller, Jon D.

Some Differential Effects of Two Training Group Styles.

Pub Date [69]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, Cognitive Development, *Experimental Psychology, Group Dynamics, *Personality Assessment, *Sensory Experience, *T Groups

Concurrent with the increasing interest in the training group (T-Group) as a source of growth and personal awareness for its participants, is a need to examine the effects of the T-group on certain personality types. This paper presents a rationale for examining the effects of the T-group on introverts and extroverts. Two T-group styles were examined, a sensory awareness group and a verbal cognitive group. Results indicate that the sensory awareness group is more profitable to both personality types, and that there is a direct relationship between personality type and profit in a T-group. While profit was less for the introvert, there was reason to believe that an extended group experience might have been more profitable. Profit was measured by quantifying emotional reactions to the on-going group process at timed sampling intervals via Homan's Social Exchange model. Poker chips were used as symbolic representations of positive and negative effect. (Author)

ED 049 510

CG 006 350

Geen, Russell G. Stonner, David

The Relationship of Belief Similarity to Attraction Following Conditioning and Generalization of Affect.

Missouri Univ., Columbia.

Pub Date May 71

Note—11p.; Paper presented at the Midwestern Psychological Association Convention in Detroit, Michigan, May 6-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Beliefs, *Conditioned Response, *Experimental Psychology, Interpersonal Relationship, *Peer Acceptance, Rejection

Most studies of interpersonal attraction and rejection have come to the unremarkable conclusion that persons who are perceived as similar to one's self in beliefs and values are liked better than those perceived as dissimilar. This experiment was designed to vary in an orthogonal design (1) perceived similarity between a subject and another person, and (2) classically acquired attitudes toward that person. After receiving treatments which conditioned a positive, negative or neutral attitude toward a name, the subjects interacted with another person bearing that name

who was made to appear similar or dissimilar to the subject. The subject then expressed acceptance or rejection of the other person. In this way, the effects of similarity-dissimilarity and conditioned affect could be assessed independently. The results support the view that perceived similarity is a determinant of attraction among people and tend also to support earlier findings (Berkowitz and Knurek) that attitudes conditioned to a name generalize to a person bearing that name, at least when the degree of similarity of that person to the subject is not made salient. (Author/TA)

ED 049 511

CG 006 352

Held, Mark L. Snow, David L.

Personality Characteristics of Obese Adolescent Females.

Colorado Univ., Denver. Medical Center.

Pub Date May 71

Note—8p.; Paper presented at the Rocky Mountain Psychological Association Convention in Denver, Colorado, May 12-15, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Eating Habits, *Females, *Health, Personality Assessment, *Psychological Characteristics

Identifiers—Minnesota Multiphasic Personality Inventory, MMPI, *Obesity

This study investigated the hypothesis that obese female adolescents would show evidence of greater maladjustment on objective personality indices as compared to general norms for adolescents. Findings support this hypothesis, as measured by the Minnesota Multiphasic Personality Inventory (MMPI). In particular, the difficulties of the obese group are characterized by feelings of depression, alienation, and low self-worth. They also tend to be: (1) non-conforming; (2) exhibit problems in impulse control; and (3) somewhat distrustful. Correlations between percentage overweight and the MMPI scales suggest that the more overweight an individual, the greater the tendency to present oneself as having problems and to have low ego strength. Finally, the correlation between percentage overweight and the I-E scale of the MMPI, although not significant, suggests that the more an individual is overweight, the more she tends to view control of the environment as external to herself. (Author/TA)

ED 049 512

24

CG 006 359

Osborne, John W. Farley, Frank H.

Individual Differences in Arousal and Their Relationship to Short- and Long-Term Retention. Report From the Project on Motivation and Individual Differences in Learning and Retention.

Wisconsin Univ., Madison. Research and

Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No.—TR-139

Bureau No.—BR-5-0216

Pub Date Mar 71

Contract—OEC-5-10-154

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Arousal Patterns, College Students, Experimental Psychology, Individual Differences, Laboratory Experiments, *Learning, Learning Theories, *Motivation, *Paired Associate Learning, Retention, Verbal Learning

In two separate paired-associate learning experiments each employing 40 university students as subjects, the contribution of individual differences (IDs) in arousal to short- and long-term retention was investigated using IDs in salivary response to lemon juice stimulation as an index of arousal. Experimental subjects were preselected out of 184 subjects on the basis of extreme arousal scores. The hypotheses were tested that high-arousal learning would lead to poor short-term retention but would demonstrate reminiscence or superior long-term retention relative to low-arousal learning; low-arousal learning was expected to lead to superior short-term retention but classical forgetting over the long-term relative to high-arousal learning. Experiment (Exp.) One yielded (non-significant) results in the predicted direction, whereas Exp. Two, incorporating procedural changes on the basis of Exp. One, confirmed the hypotheses ($p < .025$). (Author)

ED 049 513

24

CG 006 360

Addendum: Analysis of Market Research Findings Utilizing Race and Income Variables for the Metropolitan Detroit Area and for Columbus, Ohio.

Michigan-Ohio Regional Educational Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-1465

Pub Date Jun 69

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Evaluation, *Income, Inner City, Parent Participation, Parent School Relationship, *Racial Attitudes, School Buildings, *Teacher Evaluation, Urban Environment, *Urban Schools

This analysis, using race and income variables, presents market research findings for the metropolitan Detroit area and for Columbus, Ohio. The four sections are divided into: (I) summary statements for metropolitan Detroit; (II) description of findings for metropolitan Detroit area; (III) summary statements for Columbus data; and (IV) description of findings for Columbus. Sections II and IV present more detailed descriptions of the findings discussed in sections I and III with section III containing an additional statement on differences between the Columbus and Detroit data. Also included are tables for opinion-polling in Detroit and Columbus. Analysis is made of demographic characteristics of the samples in both areas; perceptions of the public school system; evaluation of teachers; evaluation of curriculum; evaluation of school buildings; parental involvement and influence in schools; and racial attitudes regarding schools. (TA)

ED 049 514

24

CG 006 381

Cole, Henry P.

An Interpretation of the "Science-A Process Approach" Objectives in Terms of Existing Psychological Theory and Experimentation.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Bureau No.—BR-6-1440

Pub Date 6 May 68

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Cognitive Development, *Curriculum, Learning, *Learning Experience, *Psychological Studies, Psychology, Research, *Science Curriculum

Identifiers—J S Bruner, Piaget

This paper examines the sequence and hierarchy of objectives in the American Association for the Advancement of Science (AAAS) "Science-A Process Approach" curriculum. The work of Piaget, Bruner forms a framework from which the learning objectives and tasks in the AAAS science curriculum are examined. The points of correspondence between AAAS tasks and activities and Piaget's concrete and formal operations are noted for each of the main objectives within each of the 8 basic and 6 integrated processes. Bruner's stages of enactive, iconic, and symbolic reasoning as well as his work on concept and principle learning are also used to interpret the psychological basis for AAAS objectives and activities. The logical analysis of AAAS objectives and tasks presented shows that: (1) most objectives and tasks in the basic processes of the curriculum have an empirical basis in psychological research; and (2) many objectives and tasks in the integrated processes have little basis in psychological research. (Author)

ED 049 515

CG 400 037

Mattson, Judith, Ed.

CAPS Capsule. The Counselor and the Feminine Protest. Volume 4, Number 3.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2487

Pub Date 71

Contract—OEC-3-6-002487-1579-(010)

Note—28p.

Available from—ERIC/CAPS, 611 Church Street, Ann Arbor, Michigan 48104. (\$5.00 per year for three issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Effectiveness, *Counselor Role, *Females, *Feminism, Social Change

This issue of "CAPS Capsule" discusses the basic conflicts in the current roles of women as they relate to the individual female's level of self esteem. Changes in counselor roles and techniques are suggested in order that counselors may respond more adequately to the evolving role of women in American society. (MP)

EA

- ED 049 516** 24 EA 003 340
Ross, Larry L.
Taxation in Public Education. Analysis and Bibliography Series, No. 12.
 Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.
 Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.
 Bureau No—BR-8-0353
 Pub Date Mar 71
 Contract—OEC-0-8-080353-3514
 Note—17p.
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Area Studies, Assessed Valuation, Bibliographies, *Equal Education, Equalization Aid, *Financial Problems, Fiscal Capacity, *Literature Reviews, *School Support, *School Taxes, State Federal Aid, Suburban Schools, Tax Allocation, Tax Effort, Tax Support, Urban Schools
 Intended for both researchers and practitioners, this analysis and bibliography cites approximately 100 publications on educational taxation, including general texts and reports, statistical reports, taxation guidelines, and alternative proposals for taxation. Topics covered in the analysis section include State and Federal aid, urban and suburban school finance, and taxation and equal educational opportunity. Annotations are provided in the bibliography for many of the references not cited in the analysis section. (Author)
- ED 049 517** EA 003 347
Estes, Nolan
Education Performance Contracting: The Dallas Project.
 Pub Date 21 Feb 71
 Note—16p.; Paper presented at American Association of School Administrators Annual Convention, (Atlantic City, New Jersey, February 20-24, 1971)
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Academic Achievement, Consultants, *Dropout Prevention, *Educational Accountability, Evaluation Criteria, *Management Systems, Measurement, *Performance Contracts, *Program Planning, Speeches, Student Motivation
 Identifiers—Achievement Motivation, Dallas Project
 This report discusses performance contracting as one means of implementing educational accountability. It describes the planning for and main features of the Dallas, Texas, performance contract -- the Guaranteed Student Performance in Education and Training Program that uses a multifaceted approach to remove math, reading, and motivation deficiencies. The unique part of this program -- the achievement motivation component -- will be concerned with occupational training in conjunction with 25 local employers. Related documents are EA 003 356, EA 003 358, EA 003 391, and EA 003 387. (JF)
- ED 049 518** EA 003 355
Walker, Jerry P.
Decision-Making Under Conditions of Information Overload: Alternative Response Modes and Their Consequences.
 Pub Date 5 Feb 71
 Note—25p.; Paper presented at American Educational Research Association Annual Meeting, (55th, New York, New York, February 4-7, 1971)
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Constructed Response, *Decision Making, Feedback, *Information Processing, *Information Sources, *Input Output Analysis, Speeches, Systems Approach
 Decisionmaking is the process of choosing among alternatives, or turning inputs into outputs. In a situation of information overload, inputs exceed the decisionmaker's capacity to assimilate and act on the information as well as his

ability to evaluate every alternative. Decision-makers have a variety of responses to information overload, some of which are analyzed in this paper. Among such information selection procedures are random selection, delegation, delay, withdrawal, choice by source, and selective or random sequencing. Further research into the consequences of information overload is needed to improve the decisionmaking process. (RA)

- ED 049 519** EA 003 356
Chandler, B. J.
What School Boards Should Know About Performance Contracting.
 Pub Date 11 Mar 71
 Note—10p.; Paper presented at National School Boards Association Regional Conference, (New York, New York, February 28-March 2, 1971)
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Academic Achievement, Basic Skills, *Boards of Education, *Educational Accountability, *Educational Quality, *Evaluation Techniques, Instructional Programs, Motivation Techniques, *Performance Contracts, Speeches
 This discussion of the pros and cons of educational accountability and performance contracting comments on the educational and historical context of performance contracting and indicates some directions performance contracting will take. The author warns that since performance contracting is a new tool it must be used cautiously and with skill by experts. Abuses, misunderstandings, exaggerated claims, sloppy and undependable evaluating, and unethical practices, could result in disrepute for performance contracting, with a resulting repudiation by the American people. However, the author feels that with patient, unselfish, prudent, honest, and intelligent testing and experimentation, a highly effective tool for education may be developed and used. Related documents are EA 003 347, EA 003 358, EA 003 391, and EA 003 387. (JF)
- ED 049 520** EA 003 358
Lennon, Roger T.
Accountability and Performance Contracting.
 Pub Date 5 Feb 71
 Note—21p.; Speech presented at American Educational Research Association Annual Meeting, (55th, New York, New York, February 4-7, 1971)
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Academic Achievement, *Educational Accountability, Evaluation Techniques, Instructional Programs, *Measurement Instruments, Measurement Techniques, Models, *Performance Contracts, Skill Development, Speeches, *Test Reliability, *Test Validity, Textbook Standards
 This report defines the concepts and some of the problems of accountability and performance contracting with special emphasis on measurement problems in the latter. Measurement problems involve both the validity and the reliability of standardized achievement tests as a basis for reimbursing a contractor. The author suggests the use of criterion referenced tests as a possible remedy to some of these problems, but cautions that results should be translatable into units that will yield measures of gain or growth. Related documents are EA 003 347, EA 003 356, EA 003 391, and EA 003 387. (JF)
- ED 049 521** EA 003 360
Burnham, Robert A.
Environmental and Structural Determinants of Innovation in School Districts.
 Pub Date Jan 71
 Note—34p.; Paper presented at American Educational Research Association Annual Meeting, (55th, New York, New York, February 4-7, 1971)
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Analysis of Variance, Correlation, Cultural Interrelationships, Demography, *Innovation, *Institutional Environment, *Organization, Organizational Change, Rural Urban Differences, School Size, *Social Integration, *Specialization, Speeches
 Conceptualizing organizations as open systems of interrelated variables, this study of 184 Illinois school districts determined the relationships among innovation adoption, selected organizational characteristics, and environmental variability. Organizational characteristics were differentiation (development of specialized organizational components) and integration (linkage of mutually

interdependent components). Multiple correlation analysis showed positive relationships between environmental variability and differentiation/integration; between innovation and environmental variability; and among innovation and differentiation, integration, and environmental variability. (Author/RA)

- ED 049 522** EA 003 380
Elementary and Secondary Education Vouchers. An Analysis.
 New York State Education Dept., Albany. Bureau of Occupational Education Research.
 Pub Date Oct 70
 Note—34p.
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Disadvantaged Youth, *Educational Economics, *Educational Experiments, *Educational Finance, *Education Vouchers, Elementary Schools, *Parent Participation, Parent School Relationship, Private Schools, Public Schools, Secondary Schools
 This report compiles data that describe education vouchers, discuss how an education voucher experiment such as OEO's proposed project would function, and present advantages and disadvantages of vouchers. The report presents OEO specifications for its proposed longrange experiment and explains variations in other voucher systems. Problems of educational voucher systems are also discussed from administrative, legal, and fiscal aspects. (JF)
- ED 049 523** EA 003 383
Selecting a New Superintendent.
 California Association of School Administrators, Burlingame.; California School Boards Association, Sacramento.
 Pub Date Nov 70
 Note—29p.
 Available from—California School Boards Association, 455 Capitol Mall, Sacramento 95814 (\$1.25)
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Administrator Selection, *Board of Education Role, *Contracts, Employment Interviews, *Guidelines, *School Superintendents
 Guidelines for selecting a school superintendent are listed in this brochure, which is divided into three sections: (1) board of education role, (2) role of the advisor to the board of education, and (3) role of the screening committee. Appended are (1) sample brochure for selecting a superintendent, (2) guidelines for conducting employment interviews, (3) guide to community visitation, (4) standard application form, (5) guidelines for evaluating applicants' previous performances, and (6) recommended form for employment of a superintendent. (LLR)
- ED 049 524** EA 003 384
Public School District Immunity Status in the United States.
 Kemper Insurance Group, Chicago, Ill.
 Pub Date Jun 68
 Note—99p.
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Boards of Education, *Court Cases, Educational Legislation, *School Districts, *State Legislation, Surveys
 Identifiers—*School District Immunity
 This paper compiles results of a State-by-State survey of public school district immunity. The survey sought to discover if (1) school districts in each State have governmental immunity for liability, (2) this immunity applies only to governmental activities or to proprietary activities also, (3) board members and employees have immunity, (4) the immunity was created by the legislature or maintained by court decision, and (5) the immunity is applicable to pupil transportation. The paper notes a growing trend to deny immunity to school districts, particularly with regard to proprietary activities. (Author/JF)
- ED 049 525** EA 003 387
Performance Contracting in Elementary and Secondary Education. A Report Showing the Developments on a Nationwide Basis and the Implications for New York State.
 New York State Education Dept., Albany. Div. of Evaluation.
 Pub Date 15 Dec 70
 Note—44p.
EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Boards of Education, Dropout Prevention, *Educational Accountability, Edu-

cational Finance, Educational Practice, *Experimental Programs, Instructional Programs, Legal Responsibility, *Performance Contracts, *Performance Criteria, *Program Evaluation, Teacher Role

Identifiers—New York, Texarkana Project

This paper describes the historical development of performance contracting, discusses the first performance contracting experiment, cites reactions to performance contracting, and supplies supportive data. The contents are designed to assist the New York State Board of Regents to determine policy for the State Education Department and the New York schools. The contents include discussions of the Texarkana Project and other contracts, the barriers to letting out performance contracts in New York State, the elements of financing contracts, and the pros and cons of this educational innovation. Supportive appendices include statements from prominent educators and other people concerned with performance contracts, descriptions of the Texarkana and other projects, discussions of the legal aspects of performance contracting, model specifications for performance contracting and evaluation criteria, financial detail, and references and bibliography. Related documents are EA 003 347, EA 003 356, EA 003 358, EA 003 391, and EA 003 380. (JF)

ED 049 526 EA 003 388

Button, Charles T. Fay, John E.

The Safeguarding, Accounting, and Auditing of Extraclassroom Activity Funds. Finance Pamphlet 2.

New York State Education Dept., Albany, Div. of Educational Management Services.

Pub Date 70

Note—50p.; Revised 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accounting, *Board of Education Policy, *Financial Policy, *Guidelines, *School Funds

Identifiers—*Extraclassroom Activity Fund, New York State

The material presented in this pamphlet is a guide to the boards of education and the schools of New York State in setting up accounting procedures that conform to the regulations of the New York State Commissioner of Education for the control of extraclassroom activity funds. These funds are defined in those regulations as "funds raised other than by taxation or through charges of a board of education, for, by or in the name of a school, student body or any subdivision thereof." The regulations were formulated not only to safeguard school funds and to protect those responsible for their handling, but also to enable schools to teach pupils good business procedures through participation in handling such funds. (Author/JF)

ED 049 527 EA 003 390

An Empirical Study of the Evaluation of Grant Applications Under the Higher Education Facilities Act of 1963. A Rating Technique for Decisionmaking.

New York State Education Dept., Albany, Bureau of Research in Higher and Professional Education.

Pub Date 70

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Facilities, *Federal Aid, Federal Legislation, Financial Support, *Grants, *Higher Education, *Project Applications, School Funds, Statistical Studies

This statistical study examines the criteria used to evaluate applications for grants under Title I of the Higher Education Facilities Act of 1963, and investigates the appropriateness of using a panel of judges composed primarily of college administrators in application evaluation. (Author/LLR)

ED 049 528 EA 003 391

Wilson, Donald F.

"The Practitioner and Accountability."

Pub Date Mar 71

Note—11p.; Speech presented at National School Boards Association Annual Meeting. (31st, Atlanta, Georgia, March 4-6, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Boards of Education, *Educational Accountability, Educational Innovation, Evaluation Criteria, Instructional Programs, *Performance Contracts, Speeches, *Teacher Associations, Teacher Participation, *Teacher Role

Identifiers—ACT, Association of Classroom Teachers

This paper discusses the role of the classroom teacher under an accountability program, and raises questions about the extent to which teachers can be held accountable in different areas of school programs. The author defines issues raised at the ACT national study conference on accountability in education, and enumerates responsibilities of teachers in subject matter knowledge, pupil development, and curriculum selection. The author concludes that teachers, through their professional associations, should become more involved in decisionmaking on performance contracts. Related documents are EA 003 347, EA 003 356, EA 003 358, EA 003 387, and EA 003 391. (JF)

ED 049 529 EA 003 393

Barr, W. Monfort

Federal Revenue Sharing and Political Alternatives.

Pub Date 24 Feb 71

Note—6p.; Speech presented at American Association of School Administrators Annual Convention (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, Fiscal Capacity, *Resource Allocations, *School Funds, Speeches, *State Federal Support, *Tax Allocation, Tax Effort, *Tax Support

Identifiers—Federal Revenue Sharing

The new Federal revenue sharing proposal has been received with diverse reactions by politicians, economists, and citizens. The program is divided into \$5 billion annually in general revenue sharing and \$11 billion annually in special revenue sharing. Proposed alternatives to revenue sharing include (1) reduction of Federal taxes, thereby increasing the potential of State and local governments to increase taxes or to explore new tax sources; (2) a public service jobs program; (3) expansion and proliferation of present Federal aid programs; (4) Federal assumption of all costs of specific jointly financed programs; (5) a shift to block grants by the Federal Government as implied in special revenue sharing; (6) tax credits allowing taxpayers to subtract from their Federal income taxes a certain portion of their State and local taxes, and (7) coordination of State and Federal tax systems. (Author/LLR)

ED 049 530 EA 003 395

Cross, Ray

A Description of Decision Making Patterns of School Principals.

Pub Date Feb 71

Note—15p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Problems, *Decision Making, *Principals, *Problem Solving, School Statistics, Speeches, *Statistical Studies, Tables (Data)

This paper reports on a study of the administrative behavior of school principals made through direct observation and a set of unique categories. Study objectives were to describe (1) the sources of principals' problems, (2) the principals' initial reactions to problem stimuli, (3) the patterns of principals' decisionmaking, (4) the premises employed by principals in making initial responses to problems, and (5) a tested system of categories for use by other researchers in studying administrators' decisionmaking behavior. Study results showed that principals' decision-making patterns are reactive, rapid, and probably strongly influenced by subordinates. (Author/LLR)

ED 049 531 EA 003 397

Swanson, Austin D. Lamitie, Robert E.

Project 1990: Educational Planning at the Metropolitan Level.

Pub Date 6 Feb 71

Note—20p.; Paper presented at American Educational Research Association Annual Meeting. (55th, New York, New York, February 4-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assessed Valuation, Economic Change, Economic Climate, Economic Factors, Educational Finance, *Educational Planning, Fiscal Capacity, *Metropolitan Areas, Or-

ganizational Change, Population Distribution, Population Trends, *Research Projects, *School Funds, School Taxes, *Speeches, Tax Support, Urban Population

Identifiers—Project 1990

This paper describes a project designed to provide educational decisionmakers with projections of and forecasts about future metropolitan conditions and problems, and information about the implications of alternative ways of solving metropolitan problems. Project components included (1) population and economic projections and forecasts, (2) financial implications of these projections, (3) consideration of organizational alternatives, and (4) a plan for construction of racially integrated middle schools in Buffalo, New York, and the exploration of the possibilities of metropolitan educational parks. (LLR)

ED 049 532 EA 003 401

Gostiel, Robert J.

The Relationship Between Selected Fiscal and Economic Factors and Voting Behavior in School Budget Elections in New York State.

Pub Date Feb 71

Note—34p.; Paper presented at American Educational Research Association Annual Meeting (55th, New York, New York, February 4-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Board of Education Policy, Board of Education Role, *Economic Factors, Educational Finance, Expenditures, Models, *School Budget Elections, School Funds, School Support, *Speeches, Tables (Data), *Voting

A study testing the proposition that three factors influencing voter behavior in nonpartisan school budget elections are (1) fiscal decisions made by boards of education, (2) fiscal commitments that are uncontrollable by boards of education, and (3) expenditures made by other governmental units. The study concluded that (1) about one-half of the variance in voter participation and dissent is not explained by these factors, (2) the most consistent stimuli of participation and dissent are uncontrollable by boards of education in the budget election year, (3) teacher salary increases do not affect participation and dissent, (4) nonschool fiscal and economic factors are not important predictors of voter behavior in school budget elections, (5) the influence of fiscal and economic factors on electoral behavior differs according to the school district's location, and (6) participation and dissent in school budget elections are highly related. Three factors that could result in negative voting are (1) community conflict over a nonfiscal educational issue, (2) organized opposition to the school board, and (3) contests for school board seats. (Author/LLR)

ED 049 533 EA 003 403

School Expense in Fiscally Dependent School Systems Compared With Total City Expense, 1968-69. Educational Research Service Circular Number One, 1971.

American Association of School Administrators, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date 71

Note—10p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Finance, Fiscal Capacity, *School District Spending, School Funds, *School Statistics, School Support, Statistical Data, *Tables (Data), *Urban Schools

This statistical report compares school expenses with total expenses for maintenance and operation of general governmental departments in cities of over 50,000 population that include school systems in city government costs. Reported in tabular form are (1) total payments for major functions, (2) total payments for schools, (3) cost per capita for major functions, (4) cost per capita for schools alone, and (5) percentage of total city expense allocated to schools. Annual data for 1964-69 are also given, by population grouping, indicating the cost per capita for schools and the percentage of total city expense allocated to schools. A related document is ED 032 636. (LLR)

ED 049 534

Carpenter, Polly

Analysis of Educational Programs.

Report No.—P-4576

Pub Date Mar 71

Note—18p.; Paper presented at American Educational Research Association Annual Meeting, (55th, New York, New York, February 4-7, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Educational Planning, Program Budgeting, Program Costs, Program Effectiveness, Program Evaluation, *Program Planning, Resource Allocations, *Speeches, *Systems Analysis, *Systems Approach

This conference paper discusses the role of the Planning, Programming, and Budgeting System (PPBS) in planning for educational programs. Proper PPBS analysis includes (1) correct problem definition, (2) consideration of alternative solutions, (3) ascertainment of peripheral effects of the alternatives, and (4) estimations of the cost and effectiveness of the alternatives throughout the probable life of the program. A PPBS analyzer should have (1) thorough knowledge of the educational system and an appreciation for the complex interactions among various parts of the system, and (2) a rational, objective, intellectual approach with a large measure of common sense. (Author/LLR)

ED 049 535

EA 003 408

Maximum Salaries Scheduled for School Administrators, 1970-71. Public-School Salaries Series.

National Education Association, Washington, D.C.

Report No.—RR-1971-R2

Pub Date 71

Note—100p.

Available from—Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock No. 435-25466, \$2.50, quantity discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, Counselors, Instructional Staff, Librarians, Principals, *Public School Systems, *Salaries, *School Surveys, Statistical Data, *Tables (Data), Teacher Salaries

This study lists salaries in reporting school districts with enrollments of 6,000 or more. Reported system-by-system are maximum salaries scheduled in 1970-71 for central office administrators and supervisors, counselors, deans, librarians, and assistant and supervision principals in elementary, junior high, and senior high schools. For each reporting school system an index shows the relationships of the maximum scheduled salaries of principals and other building administrators to the maximum salaries scheduled for classroom teachers. Summary tables showing mean and median maximum scheduled salaries, salary ranges and distributions, and relationships to schedules for classroom teachers are also included. A comparison of mean maximum scheduled salaries for classroom teachers and certain administrative and supervisory personnel is shown for the years 1963-64 through 1970-71. A related document is ED 032 628. (Author/LLR)

ED 049 536

EA 003 409

Planning for Change: A Study of Attitudes and Expectations. Southern Tier Educational Planning Study Report #2: Interviews.

Western New York School Development Council, Williamsville.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Educational Change, *Graphs, *Question Answer Interviews, *Reports

Results of interviews with 167 school administrators, teacher association presidents, and chief school officers in three New York counties indicate that Southern Tier educators favor educational change, but are hampered in planning by insufficient financial support, apathy and resistance, and inadequate organizational structures. Specific conclusions are: (1) there were few systematic longrange plans based on well-defined goals, (2) evaluation and accountability received little emphasis as a main concern of

respondents, (3) respondents generally agreed on the importance of regional cooperation but disagreed on what the areas of cooperation should be, and (4) respondents were concerned about their influence on educational change within their school systems. A related document is ED 041 681. (Author/LLR)

ED 049 537

EA 003 410

Slaybaugh, David J. Koneval, Virginia L.

The High Cost of Vandalism.

Pub Date 70

Note—12p.

Available from—School Product News, P.O. Box 5748-U, Cleveland, Ohio 44113 (\$2.00, quantity discounts)

Document Not Available from EDRS.

Descriptors—*Costs, *Delinquency Prevention, Fire Insurance, *School Surveys, *School Vandalism

This paper reports the results of a school vandalism survey made in school districts having populations of 6,000 or more. The report indicates what types of vandalism are most prevalent, which districts are hit hardest, and what parts of the school are most often attacked. The survey recognized four aspects of vandalism: (1) glass breakage; (2) equipment theft — mostly typewriters, televisions, tape recorders, and other office equipment; (3) property destruction — graffiti, smashed furniture, washroom fixtures torn off walls, carved desks, and miscellaneous ruinage; and (4) fire damage — of known and unknown causes. The report found fire to be the most costly form of vandalism. (Author/JF)

ED 049 538

EA 003 411

Rodgers, Frederick A.

An Evaluation of the Community Education Centers, 1969-70. Volume I, Urban Education Grant, New York State Education Department.

New York Univ., N.Y. Center for Field Research and School Services.

Pub Date 31 Aug 70

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, Annual Reports, Community Control, Community Cooperation, Community Coordination, Community Coordinators, *Community Involvement, Community Programs, Community Support, *Decentralization, *Disadvantaged Groups, Disadvantaged Youth, Program Effectiveness, *Program Evaluation, *Urban Schools

This document reports on an evaluative study of New York City's community education centers. Initiated in 1968, the Community Education Centers (CEC) Program is designed to coordinate and concentrate educational services for disadvantaged persons with low educational achievement and restricted social mobility. By involving citizens in identification of educational and social problems, and in program planning and implementation, CEC provides a framework for educators, administrators, and citizens to work together in solving local problems. (Illustrations may reproduce poorly.) (LLR)

ED 049 539

EA 003 417

Mayer, Frederick W., Ed. Schmolt, Carl V., Jr., Ed.

The Changing Campus: People and Process.

Selected Papers from Society for College and University Planning Annual Conference. (3rd, Lexington, Kentucky, August 19-21, 1968.)

Society for Coll. and Univ. Planning, New York, N.Y.

Pub Date 70

Note—69p.

Available from—Society for College and University Planning, c/o Columbia University, 308 Low Memorial Library, New York, N.Y. 10027 (\$4.00)

Document Not Available from EDRS.

Descriptors—Academic Performance, Building Plans, *Campus Planning, *College Planning, Educational Finance, Educational Objectives, Educational Resources, Enrollment Projections, Facility Expansion, *Federal Aid, Financial Policy, Higher Education, *Institutional Research, Master Plans, Physical Design Needs, *Planning

This publication includes the four major conference papers and excerpts from the panel discussions. The program is composed around three planning concepts for the changing campus: academic planning, physical plant planning, and

fiscal planning. One paper on each of these concepts and selections from the panel discussions that followed each presentation are provided. A fourth paper and a panel discussion on the impact of the Federal Government on the changing campus concludes the report. (Author)

ED 049 540

EA 003 437

LaVanture, Alonzo A.

"Radiant Ceilings."

Pub Date Feb 71

Note—5p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Conditioning Equipment, *Ceilings, *Climate Control, *Heating, Merchandise Information, School Environment, Speeches, *Thermal Environment

This speech explains the principles of both ceiling radiant heating and cooling systems and describes how these systems achieve climate control. The relative merits of the two basic types of systems are discussed and related to the school environment. (MLF)

ED 049 541

EA 003 438

Rannels, Morris W.

Bus Operations for Pupil Transportation. "Chrome-Yellow and Red Lights."

Pub Date Feb 71

Note—17p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Equipment Maintenance, *Equipment Standards, Evaluation, *Legal Responsibility, Safety, *School Buses, *School Responsibility, Speeches, *Student Transportation

This paper is based on a committee report of the last National School Bus Conference on "Minimum Standards for School Buses." Standards for school bus operations are included for (1) administrators, (2) supervisors, (3) school bus drivers, (4) student passengers, and (5) maintenance and service personnel. The report deals also with procedures for and evaluation of pupil transportation operations. The legal implications of students' safety and health while passengers on school buses are discussed. (Author/MLF)

ED 049 542

EA 003 440

Frank, Roland G.

Community-Centered Education — One Response to Critics of Education.

Pub Date Feb 71

Note—9p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Education, *Community Involvement, *Continuous Learning, *Educational Innovation, *Educational Planning, Speeches

To achieve educational improvement, educational leaders must change from being uninvolved and apathetic to being involved and concerned, and plan for the future at the same time they work out the present. A council on the development of human qualities should be created within each community. This council would include all the behavioral, medical, public service, family agency, police, and educational authorities concerned with life in that community. An improved educational program would involve the community as a learning laboratory, consider learning to be a lifetime activity, and cooperate with the people to plan and develop a community-centered educational program. (MLF)

ED 049 543

EA 003 442

Trieckler, Walter W.

Thermal Environment for Classrooms. Central System Approach to Air Conditioning.

Pub Date 23 Feb 71

Note—8p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Conditioning, *Air Conditioning Equipment, Classrooms, *Climate Control, Cost Effectiveness, Merchandise Information, School Buildings, School Construction, *Thermal Environment

Identifiers—*Central Air Conditioning Systems

This speech compares the air conditioning requirements of high-rise office buildings with those of large centralized school complexes. A description of one particular air conditioning system provides information about the system's arrangement, functions, performance efficiency, and cost effectiveness. (MLF)

ED 049 544 EA 003 448

MacMahon, Charles H., Jr.

Management of Time, Cost and Quality in Public Construction Today. (An Idea Whose Time Has Come.)

Pub Date 17 Mar 71

Note—14p.; Paper presented at Council of Educational Facility Planners Great Lakes Regional Conference. (East Lansing, Michigan, March 17-18, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Construction Costs, *Construction Industry, *Construction Programs, *Management, Program Development, Quality Control, School Construction, Speeches, Time Identifiers—*Construction Manager

This speech reviews some major problems in public construction and focuses on ideas to make the construction process shorter, smoother, and more economical. Construction delays occur in (1) program development -- the initial phase of the project in which owners' needs are sorted out; (2) production of design and construction documents that require approval of various public reviewing agencies; (3) funding; and (4) poor or no management. Poor construction management is considered the major contributor to project time problems. To provide a continuity of project management, the position of construction manager -- a professional level job for a person skilled in all phases of construction who would represent the owners' interests -- is proposed. The functions of this position are outlined, and a graph and three flowcharts illustrate the presentation. (MLF)

ED 049 545 EA 003 449

Rhodes, George R., Jr.

How Does a School Administrator Deal With Black Separatism in the Public Schools.

Pub Date 22 Feb 71

Note—12p.; Speech given before American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Administrator Role, *Black Power, Cultural Factors, Racial Attitudes, Self Concept, *Student Attitudes, *Student Behavior Identifiers—*Black Separatism

Administrator understanding of the implications of black separatism requires recognizing that black students have an emerging sense of self worth and a belief that there is no opportunity for them to achieve success within the system. To deal effectively with student demands for separatism, administrators must understand the full meaning of their behavior and rigorously analyze each situation on the basis of the best interests of students involved. (Author/MLF)

ED 049 546 EA 003 457

Educational Facilities Abstract Journal, Volume II, 1969.

Association of School Business Officials, Chicago, Ill.; Council of Educational Facility Planners, Columbus, Ohio.

Pub Date 70

Note—119p.

Available from—Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$5.00)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Educational Facilities, *Educational Finance, Facility Guidelines, *Facility Requirements, Financial Support, Legal Problems, Operations Research, *School Architecture, *School Buildings, School Design, School Maintenance

This compendium provides ERIC abstracts of school plant research and planning information selected from documents announced in RIE through January 1969. Document resumes are organized into the following sections: (1) determining school plant requirements, (2) architectural work and services, (3) legal aspects, (4) finance, (5) the building-general and technical aspects, (6) the building-instructional and special pur-

poses rooms, and (7) operation and maintenance of plant. Publisher and cross-reference indexes are included. A related document is ED 027 702. (MLF)

ED 049 547 EA 003 461

Campbell, James R.

Developing Ways and Means for Minority Group Inclusion in Construction Management.

Pub Date 11 Aug 70

Note—10p.; Paper presented at Society for College and University Planning Annual Conference. (5th, Amherst, Massachusetts, August 11, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, *Construction Industry, *Educational Programs, *Management Development, *Management Education, *Minority Groups, Racial Discrimination

A pilot program, developed by one of the largest construction companies, has had favorable experience in developing management training programs for small, black contractors in Cleveland, Ohio. The program has received national publicity and produced a substantial volume of new business for those who participated in the management seminar at Case Western Reserve University in spring of 1969. This paper highlights the development of the program and suggests common needs of small contractors and ways to provide assistance. (Author)

ED 049 548 EA 003 462

Fulton County Schools Four Quarter Plan.

Fulton County Board of Education, Atlanta, Ga.

Pub Date [69]

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, Course Organization, Graduation Requirements, *Quarter System, *School Organization, *Secondary Education, *Year Round Schools

Identifiers—Four Quarter Plan, Fulton County Georgia

The Fulton County four-quarter plan allows a secondary school to develop a program to meet the needs of each student while allowing students to participate in course selection and class scheduling. Because of the need for a quality program during the summer months, this program has been designed to meet the standards of the total school program during all four quarters. All subject areas have been reorganized into quarter courses independent of one another. About 70 percent of the courses have been developed to be independent and taken without regard to sequence. This document lists the courses required for graduation in each of three programs and describes briefly each course. (Author)

ED 049 549 EA 003 473

Fathom One: Marine Science Training Center. Fathom Two: Lodgings for Commuting Students. Investigations of the Requirements for Two Types of Specialized Community College Facilities.

McLeod, Ferrara, and Ensign, Washington, D.C. Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 70

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Programming, *Building Design, *Campus Planning, College Housing, *Community Colleges, Commuting Students, Component Building Systems, Educational Facilities, *Marine Biology, Marine Technicians, Ocean Engineering, *Science Facilities, Space Utilization, Training

Identifiers—Chesapeake College, Training Centers

This report presents two proposed facility designs for the only regional community college in Maryland as well as the program objectives and the nature of the planned 2-year program. Recognizing the need for paraprofessional education at the junior college level, Chesapeake College proposes to embark on a major marine technicians training program. Floor plans, illustrations, and space tabulations are included for both the proposed Marine Science Training Center and the student housing facilities. Student housing consists of cabin type modules to provide single occupancy rooms, and is designed for short term housing, overnight accommodations for students stranded by inclement weather, or weekly/monthly occupancy for those attending

special courses. (Illustrations may reproduce poorly.) (Author/MLF)

ED 049 550 24 EA 003 474

Foster, Charles W., Ed.

Report of the First National Conference on PPBES in Education, June 10, 1969.

Association of School Business Officials, Chicago, Ill. Research Corp.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-8-0290

Pub Date 10 Jun 69

Grant—OEG-0-8-080290-3315(010)

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, Budgeting, Conferences, Educational Administration, Evaluation, Management, *Management Systems, *Program Budgeting, *Program Planning, Resource Allocations, *Speeches

This document contains proceedings of a conference that presented a design for applying a program planning-budgeting-evaluating system (PPBES) to educational management. Included are (1) the keynote address, tracing the origin and future of program budgeting; (2) the presentation of the educational management design developed by the Research Corporation of ASBO; and (3) excerpts from a panel discussion session. (RA)

ED 049 551 24 EA 003 475

Foskett, John M.

Role Consensus: The Case of the Elementary School Teacher.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-5-0217

Pub Date 69

Contract—OEC-4-10-163

Note—122p.

Available from—CASEA Editor, Center for the Advanced Study of Educational Administration, University of Oregon, Eugene 97403 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Role, Community Attitudes, *Community Surveys, Comparative Analysis, *Elementary School Teachers, Group Norms, Principals, *Role Perception, *Role Theory, Teacher Behavior, *Teacher Role

Role consensus is the extent to which agreement exists among the individuals in a group, between groups, or between cities. In three markedly different communities, teachers, principals, superintendents, school boards, and citizens were surveyed for their views on 45 norm items pertaining to the role of the elementary school teacher. Within each of these populations there was a wide range of agreement on the items. Little variation existed in the views of the populations from one community to another, with the exception of superintendents. Likewise, within the same community, the views of the populations were relatively similar, with teachers having slightly more agreement about their own role than did citizens. When teachers were asked to estimate the differences between their views and those of other populations, they tended to overestimate differences between their views and those of citizens and to underestimate differences between their views and those of their principals. (RA)

ED 049 552 24 EA 003 476

Pellegrin, Roland L.

Professional Satisfaction and Decision Making in the Multiunit School.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No—TR-7

Bureau No—BR-5-0217

Pub Date Nov 69

Contract—OEC-4-10-163

Note—13p.

Available from—CASEA Editor, Center for the Advanced Study of Educational Administration, University of Oregon, Eugene 97403 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, Educational Innovation, *Elementary School Teachers, Group Dynamics, Group Relations, Group Structure, *Job Satisfaction, Multigraded Classes, Organization, Organizational Change, Power Structure, *School Organization, Team Leader (Teaching)

Identifiers—*Multiunit Elementary Schools

Multiunit school organization increases teacher participation in making decisions that directly affect them through decentralized decisionmaking—a shift from individual to group decisions. A survey of teachers revealed that those in multiunit schools were more satisfied with their profession than were those in traditionally organized schools, primarily because group participation in decisionmaking increased their effectiveness as teachers and the power to affect decisions underscored their professionalism. A related document is EA 003 477. (RA)

ED 049 553 24 **EA 003 477**
Pellegrin, Roland J.

Some Organizational Characteristics of Multiunit Schools.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—TR-8

Bureau No.—BR-5-0217

Pub Date Nov 69

Contract—OEC-4-10-163

Note—18p.

Available from—CASEA Editor, Center for the Advanced Study of Educational Administration, University of Oregon, Eugene 97403 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, *Elementary School Teachers, Interaction, *Interaction Process Analysis, Job Satisfaction, Organization, Organizational Climate, Power Structure, *School Organization, *Team Leader (Teaching)

Identifiers—*Multiunit Elementary Schools

In a multiunit school, teachers are organized into relatively autonomous groups. Each group has a unit leader responsible for management and coordination of unit activities, who serves as a linkage to the principal. Decisionmaking functions and the influence system are lodged in the group, thus diffusing what would be the principal's authority in a traditionally organized school. Teachers report greater satisfaction with group participation in the decisionmaking than with individual, centralized decisionmaking. A related document is EA 003 476. (RA)

ED 049 554 24 **EA 003 478**

Langmeyer, Daniel And Others

Theory To Guide Organizational Training in Schools.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—Project-3001; TR-3

Bureau No.—BR-5-0217

Pub Date Oct 69

Contract—OEC-4-10-163

Note—14p.

Available from—CASEA Editor, Center for the Advanced Study of Educational Administration, University of Oregon, Eugene 97403 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Communication Skills, Consultants, *Group Dynamics, Group Relations, Organization, *Organizational Change, *School Personnel, Sensitivity Training, *T Groups

Organizational training aims at increasing the problem-solving effectiveness of groups by harnessing emotional states and enabling participants to function efficiently as working components of a task-oriented body. A three-step sequence for using organizational training in schools would: (1) improve communication skills of personnel, (2) change behavioral expectations, and (3) change organizational structures. Communications consultants are currently being employed in some schools to help facilitate problem-solving through organizational training. (Author/RA)

ED 049 555 72 **EA 003 480**

Coladarsi, Arthur P.

Content and Instructional Methods of Education for the Economic-Political-Social Development of Nations. Final Report.

Stanford Univ., Calif. Stanford International Development Education Center.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-6-2597

Pub Date Apr 71

Contract—OEC-4-7-062597-1654

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Developing Nations, *Economic Development, Educational Development, *Educational Planning, Educational Strategies, Human Resources, *Teaching Methods, Vocational Education

This document reports on a project that developed, through case studies of various countries, empirical evidence of the impact of curriculum content and method on national economic, social, and political growth. Specific problems studied were (1) occupational education and training for development, (2) education's role in the formation of social and civic attitudes, and (3) education and the rural-urban transformation. The various case studies suggest that the process of education is almost everywhere too narrowly conceived and generally underplanned or poorly planned. (LLR)

ED 049 556 **EA 003 482**

Ringers, Joseph, Jr.

The Arlington, Virginia Story.

Pub Date 20 Apr 71

Note—8p.; Paper presented at Council of Educational Facility Planners Southeastern Regional Conference Workshop. (Knoxville, Tennessee, April 20, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizens Councils, *Community Programs, Continuing Education Centers, *Cooperative Planning, Educational Facilities, *Educational Planning, *Junior High Schools, Recreational Facilities, *School Community Cooperation

Identifiers—Arlington Virginia

The Thomas Jefferson Junior High School and Community Center was conceived to accommodate combined services while conserving land and funds. The objective was to create a "community growth center" to be primarily an educational plant with focus on the middle years of youth as well as providing a "school for people" with interests for all ages. School and county agencies joined forces to acquaint the public with the "community center concept." These agencies consented to a mutual acceptance of architects and consultants, and to joint planning, facility use, and participation in reviewing the development of construction documents. The functions and the members of committees involved in the project are listed. (Author/MLF)

ED 049 557 **EA 003 483**

Goldberg, Herman R.

Community Control at the Crossroads.

Pub Date 22 Feb 71

Note—12p.; Paper presented at American Association of School Administrators Annual Convention. (103rd, Atlantic City, New Jersey, February 20-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, *Community Control, *Community Involvement, Compensatory Education, *Minority Groups, *Parent Participation, *Parent Role, School Integration

The issue of community control concerns the future role of parents in a changing school environment. It is vital that parental involvement be channeled toward positive and realistic goals such as defining the needs of children and determining how to meet these needs. To give parents access to decisionmakers, school boards should consider holding at least half their meetings in neighborhood schools where parents can see their board members and speak on the issues. Some form of community councils are necessary where educators, parents, and students can communicate without rancor and recrimination. (Author)

ED 049 558 **EA 003 486**

John F. Kennedy School and Community Center.

Atlanta Public Schools, Ga.

Pub Date 23 Mar 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Education, Community Programs, *Community Schools, Community Services, *Disadvantaged Youth, Federal Aid, Inner City, *Middle Schools, *School Community Cooperation, Social Agencies, *Urban Education

Identifiers—Atlanta

Located near an existing neighborhood health clinic, the John F. Kennedy School and Community Center provides a neighborhood base for numerous educational, health, and social agencies. The middle school can accommodate over 1,000 students in grades six through eight. The community center fills the need for civic and social organizations often found in more affluent neighborhoods, and also provides leadership for the solution of community problems. Photographs, floor plans, construction information, and a list of the people and organizations involved in planning the center are included. A related article is EA 501 571. (Photographs may reproduce poorly.) (Author)

ED 049 559 **EA 003 516**

Simon, Kenneth A. Fullam, Marie G.

Projections of Educational Statistics to 1979-80. National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—OE-10030-70

Pub Date 71

Note—180p.; 1970 Edition

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Catalog No. HE-5.210:10030-70, \$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Charts, Degrees (Titles), *Educational Finance, *Enrollment Projections, Graphs, Higher Education, High School Graduates, *School Statistics, Statistical Data, Student Counts, *Tables (Data), *Teacher Supply and Demand

This publication provides projections of statistics for elementary and secondary school and institutions of higher education. Projections for the 10-year period from 1970 to 1980 are made for enrollments, graduates, teachers, and expenditures. Based mainly on 1959-60 to 1969-70 data, these projections assume that the past 10 years' trends in enrollment rates, retention rates, class sizes, and per pupil expenditures will continue through 1979-80. Numerous tables, charts, and graphs illustrate study findings. A related document is ED 044 828. (Author/LLR)

ED 049 560 24 **EA 003 517**

Harman, Willis W.

Nature of Our Changing Society: Implications for Schools.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No.—BR-5-0217; BR-8-0353

Pub Date 70

Contract—OEC-0-8-080353-3514; OEC-4-10-163

Note—67p.; Part One of complete publication previously announced in RIE as ED 044 833

Available from—Not avail. separately. Only as part of ED 044 833, Social & Technological Change. Implications for Education. CASEA Monograph 22. (EDRS: MF \$6.65; HC \$13.16, rev. pricing) or: Publications Dept., CASEA, Univ. of Oregon, Eugene 97403. (\$3.75)

Document Not Available from EDRS.

Descriptors—Beliefs, *Educational Objectives, *Educational Planning, Educational Trends, Industrialization, Majority Attitudes, Social Attitudes, *Social Change, Social Planning, Social Values, *Technological Advancement, *Values

The dominant values of a society determine the type of education offered its citizens. American education has until now been largely influenced by the values of individualism, science, material progress, and technological advancement. Recent widespread rebellion and dissent have provided clues evidencing dissatisfaction with a world built upon these traditional values and suggesting an alternative set of values to shape the society of the future. This alternative value-set includes humanitarianism, personal liberty, equality, and self-actualization. Educational planners must realize

that the educational system can create the desired society, and that they are now at the point of choice between a person-centered society and an extension of the current material-centered one. Related articles are EA 003 518, EA 003 519, EA 003 520, EA 003 521, and ED 044 833. (RA)

ED 049 561 24 EA 003 518

Williams, Richard C.

Teacher Militancy: Implications for the Schools.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-5-0217; BR-8-0353
Pub Date 70

Contract—OEC-0-8-080353-3514; OEC-4-10-163
Note—48p.; Part Two of complete publication previously announced in RIE as ED 044 833

Available from—Not avail. separately. Only as part of ED 044 833, Social & Technological Change. Implications for Education. CASEA Monograph 22. (EDRS: MF \$6.65; HC \$13.16, rev. pricing) or: Publications Dept., CASEA, Univ. of Oregon, Eugene 97403. (\$3.75)

Document Not Available from EDRS.

Descriptors—Collective Negotiation, *Decision Making, *Educational Planning, Educational Trends, Models, Professional Recognition, Public School Teachers, *Social Change, Social Influences, Teacher Attitudes, *Teacher Militancy, *Teacher Participation, Teacher Salaries

Teacher militancy in America has increased rapidly in the past decade, as evidenced by the rapid increase in teacher strikes. Teachers are frustrated by substandard salaries, lack of authority over teaching conditions, and absence of professional autonomy. Teachers demand greater participation in educational decision-making. Three models used in conceptualizing teacher involvement are: (1) modified hierarchy, where teachers may make recommendations but ultimate decisionmaking authority remains with management; (2) academic, where certain areas of responsibility are delegated to faculty; and (3) union, where teachers and management are regarded as conflicting parties and differences are resolved by negotiation. The present situation in public elementary and secondary education appears to favor the union model—implying an increase in conflict between school managers and teachers and in teacher participation. The ultimate impact of teacher militancy on educational quality remains to be seen. Related articles are EA 003 517, EA 003 519, EA 003 520, EA 003 521, and ED 044 833. (RA)

ED 049 562 24 EA 003 519

Kaufman, Roger A.

System Approaches to Education: Discussion and Attempted Integration.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-5-0217; BR-8-0353
Pub Date 70

Contract—OEC-0-8-080353-3514; OEC-4-10-163
Note—68p.; Part Three of complete publication previously announced in RIE as ED 044 833

Available from—Not avail. separately. Only as part of ED 044 833, Social & Technological Change. Implications for Education. CASEA Monograph 22. (EDRS: MF \$6.65; HC \$13.16, rev. pricing) or: Publications Dept., CASEA, Univ. of Oregon, Eugene 97403. (\$3.75)

Document Not Available from EDRS.

Descriptors—Educational Administration, Educational Needs, *Educational Objectives, *Educational Planning, *Management Systems, *Models, Problem Solving, Systems Analysis, *Systems Approach, Technological Advancement

A system approach is a process for effectively and efficiently achieving a required outcome based on documented needs. Three major types of system approaches have emerged from a variety of problem-solving techniques. The design-process mode builds a system to meet

determined and substantiated needs. The solution-implementation mode uses various techniques to arrive at a "best" solution to a given problem. The descriptive mode describes a current or required system to identify and interrelate all system elements. The application of a particular system approach to educational management depends on the problem to be solved. Each system approach is a viable tool in educational planning, but design-process is the only approach that provides total system design. Implementing system approaches in educational management will require further conceptual and practical improvement. Related articles are EA 003 517, EA 003 518, EA 003 520, EA 003 521, and ED 044 833. (Author/RA)

ED 049 563 24 EA 003 520

Alkin, Marvin C. Bruno, James E.

Systems Approaches to Educational Planning.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-5-0217; BR-8-0353
Pub Date 70

Contract—OEC-0-8-080353-3514; OEC-4-10-163
Note—54p.; Part Four of complete publication previously announced in RIE as ED 044 833

Available from—Not avail. separately. Only as part of ED 044 833, Social & Technological Change. Implications for Education. CASEA Monograph 22. (EDRS: MF \$6.65; HC \$13.16, rev. pricing) or: Publications Dept., CASEA, Univ. of Oregon, Eugene 97403. (\$3.75)

Document Not Available from EDRS.

Descriptors—Costs, Critical Path Method, Decision Making, *Educational Planning, Models, Objectives, *Operations Research, Planning, *Program Budgeting, *Program Planning, Simulation, Systems Analysis, *Systems Approach

Any general systems approach has five basic elements, which serve as the tasks for the researcher using systems analysis. The five are (1) the objectives, (2) the alternatives, (3) the costs, (4) the model (or models), and (5) the decision rule. With these five steps, the researcher should be able to specify the objectives, select alternatives, determine the cost of each alternative, develop a representative model to predict the extent to which each alternative will achieve the specified objective, and arrange the alternatives in order of preference. Differences among various systems approaches focus primarily on emphasis. For example, systems analysis emphasizes objectives and alternatives, PPBS emphasizes costs, and operations research emphasizes models. The application of systems approaches to educational planning is bound to increase as the supply of trained personnel increases and the techniques associated with systems analysis become more refined. Related articles are EA 003 517, EA 003 518, EA 003 519, EA 003 521, and ED 044 833. (Author/RA)

ED 049 564 24 EA 003 521

Evans, John A.

Educational Management Information Systems: Progress and Prospects.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Bureau No—BR-5-0217; BR-8-0353
Pub Date 70

Contract—OEC-0-8-080353-3514; OEC-4-10-163
Note—85p.; Part Five of complete publication previously announced in RIE as ED 044 833

Available from—Not avail. separately. Only as part of ED 044 833, Social & Technological Change. Implications for Education. CASEA Monograph 22. (EDRS: MF \$6.65; HC \$13.16, rev. pricing) or: Publications Dept., CASEA, Univ. of Oregon, Eugene 97403. (\$3.75)

Document Not Available from EDRS.

Descriptors—Computers, *Computer Science, Decision Making, *Educational Planning, Information Processing, Information Services, *Information Systems, *Management Systems, Technology

Identifiers—*Management Information Systems, MIS

An educational management information system is a network of communication channels, information sources, computer storage and retrieval devices, and processing routines that provide data to educational managers at different levels, places, and times to facilitate decision-making. Management information systems should be differentiated from computer-aided instructional systems because the former emphasize the financial and business aspects of education. The application of MIS tools to education is similar to their applications in industry. The educator has any number of options in hardware and software computer technology open to him. Of the six management functions—needs assessment, resource management, logistics, planning, operational control, and evaluation—most assistance is available in resource management and operational control. Educational management information systems provide growing opportunities for increasing educational flexibility. Related articles are EA 003 517, EA 003 518, EA 003 519, EA 003 520, and ED 044 833. (RA)

EC

ED 049 565 EC 032 042

Special Education Handbook for School Administrators.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 70

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Administrative Policy, Architectural Programming, *Exceptional Child Education, *Guidelines, *Handicapped Children, State Legislation, *State Standards

Identifiers—Washington

The handbook for administrators of special education programs in the state of Washington covers the philosophy and administration of special education, defining the areas of state, local, and joint administrative responsibilities. Guidelines for special programs for the handicapped are set forth, specifying the definition, eligibility requirements, class load, programing, and facilities and equipment for each exceptionality. Also delineated are the components of specialized school services for the handicapped. Appended are a guide for superintendents and directors in employing special personnel, state laws pertaining to the education of handicapped children, American standard specifications for buildings and facilities, and information on federal funds for materials for the visually handicapped. (KW)

ED 049 566 EC 032 043

Services for Exceptional Children: A Guide for Program Improvement.

Virginia State Dept. of Education, Richmond.

Special Education Service.

Pub Date May 70

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Administrative Policy, *Exceptional Child Education, *Guidelines, *Handicapped Children, Program Planning, State Legislation, *State Standards, Teacher Certification

Identifiers—Virginia

Intended for school administrators, Boards of Education, special education coordinators, and teachers, the handbook contains information about the Special Education services of the Virginia State Department of Education and provides guidelines for the organization of various kinds of programs for handicapped children by local school divisions. The historical background of special education services in Virginia is traced, and policies concerning the distribution of special education funds are stated. State legislation pertaining to special education and teacher certification requirements are presented. General procedures for establishing and developing programs are listed and then discussed in relation to each exceptionality. Also covered are the role of the visiting teacher and school psychologist, the nature of the psychological report, supervision on the local level, suggestions for the evaluation of

special education programs, and special education services available from the State Department of Education. (KW)

ED 049 567

EC 032 044

Bosch, Gerhard

Infantile Autism. A Clinical and Phenomenological-Anthropological Investigation Taking Language as the Guide.

Pub Date 70

Note—158p.

Available from—Springer-Verlag, 175 5th Avenue, New York, New York 10010 (\$10.50)
Document Not Available from EDRS.

Descriptors—*Autism, Case Studies, Communication (Thought Transfer), *Emotionally Disturbed, *Exceptional Child Research, *Language Development, Language Research, *Psycholinguistics, Psychological Characteristics

A clinical and phenomenological-anthropological investigation taking language as the guide, the study of infantile autism concentrates upon an analysis of the idiosyncratic language of autistic children and of what is revealed by the way they use it. Following the presentation of very detailed case histories of five of the autistic children studied by the author, some of the important psychopathological and anthropological works on autism in adults are reviewed, and the phenomenological-anthropological preconditions and method of investigation are discussed as a framework for the arrangement of results which follow. After a short description of the pre-lingual autistic child, the analysis of the language and world of autistic children is presented, constituting the major portion of the book. Occasionally comparative sketches of normal infantile development precede the investigations of the abnormal development of autistic children. Complementing the analysis of infantile autism from a phenomenological and existential point of view is a clinical appendix discussing the concept and nature of infantile autism, symptomatology, differences between the Asperger and Kanner syndromes, etiology (genetic, cerebral-organic, and psychogenic factors) and the question of basic disturbance, prognosis and development of the condition, and therapy. (KW)

ED 049 568

EC 032 045

Lehrman, Raymond H.

Planning Special Education in the Pacific Islands.

Pub Date 71

Note—31p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Educational Objectives, *Educational Planning, *Exceptional Child Education, *Handicapped Children, Program Development, *Program Planning

Identifiers—Trust Territory of the Pacific Islands

Concerning the education of exceptional children in the Trust Territory of the Pacific Islands, the paper outlines the seven-step educational planning process utilized by the Special Education Division of the Trust Territory Department of Education. In initial planning phases the process is product oriented, not process oriented. Particular attention is paid to the first three steps of the planning process—identification, definition, and analysis of the problem—which are taken prior to formulation of possible solution models and selection of best solutions. The components of each phase are defined, and samples of problem analysis efforts, in diagram form, are included. Geographic and demographic information on the Trust Territory is presented, present services for handicapped children are listed, major problems to be resolved in developing programs are summarized, and the philosophy and goals of special education in the Trust Territory are stated. (KW)

ED 049 569

EC 032 046

Educating Exceptional Children on Guam.

Pub Date 71

Note—15p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Educational Practice, *Educational Programs, *Exceptional Child Education, *Handicapped Children

Identifiers—Guam

Following a general description of the island of Guam, and of public, private, and higher education, the paper concentrates upon the education of exceptional children on the island. The history of special education on Guam, dating from the first special class of 15 students in 1958, and its present status are summarized. Described in greater detail are the Brodie Memorial School for exceptional children, a new class for the visually handicapped, activities of the new Deaf and Hard of Hearing program, the ESEA Title VI-A Pre-Vocational Program, plans for a Special Education Instructional Materials Center (SEIMC), the training of special education teachers, and the ESEA Title VI Advisory Council. (KW)

ED 049 570

EC 032 047

Johnston, Betty Savali, Iulita

Early Childhood Education in American Samoa: Report for Years 1969 and 1970.

Pub Date 71

Note—19p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Role, *Conference Reports, *Early Childhood Education, *Foreign Countries, Parent Role, Program Descriptions, *Program Development, Televised Instruction

Identifiers—American Samoa

A discussion of the development of an early childhood education program in American Samoa focuses first on the creation of a televised series. The show, directed to children under six, deals with familiar Samoan village life and includes original songs, rhymes, and stories. At the same time, the concept of learning centers in each community is explored, utilizing and training parents as teachers. Teacher education training sessions are described with attention to the demonstration method, preceded and followed by discussion. Also considered are the facilities (usually the home of a teacher), instructional materials, and daily activities. The growth of the early childhood centers is noted to be from none to 135 in two years; planned growth and additional needs are depicted. (RJ)

ED 049 571

EC 032 048

Kuo, Wei-fan Ferng, Jia-junn

Special Education Programs in Taiwan, Republic of China.

Pub Date 71

Note—12p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Educational Needs, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, Program Development

Identifiers—Taiwan

A discussion of the background and present status of special education in Taiwan considers obstacles to the development of programs for the handicapped. Accommodations and education for the blind, deaf, and physically handicapped are described in terms of recent rejuvenation and the limited or non-existent number of special classes in regular schools. Also considered are the development of pilot programs for the educable retarded, teacher preparation, the construction of curriculum guides, and the need for services for persons with mild or educational handicaps. (RJ)

ED 049 572

EC 032 049

Rhee, Tae Yung An, Tae Yun

Special Education in the Republic of Korea.

Pub Date 71

Note—11p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Educational Needs, *Exceptional Child Education, *Foreign Countries, Handicapped Children, Program Descriptions

Identifiers—Korea

Information on education in Korea indicates that programs and services for the handicapped have not been extensive, serving only 3,271 children in 1968 of the 5,478,167 who were enrolled in schools. Recent developments which are expected to extend special education are discussed,

including long-term goals and teacher training programs. (RJ)

ED 049 573

EC 032 050

Kitahara, Hitoshi

Current Status and Problems of Special Education in Japan.

Pub Date 71

Note—12p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, *Conference Reports, Educational Needs, Educational Programs, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, Legislation, Visually Handicapped

Identifiers—Japan

The protection of the blind from the early 17th to the late 19th century, and the emergence of private and later public schools for the blind and deaf are discussed in a review of special education in Japan. Although the education of the visually and aurally handicapped was made mandatory, educational facilities are noted to be too scarce for the compulsory schooling of other handicapped children. Laws encouraging school enrollment and the financial responsibility of government are described. Priorities established by the Ministry of Education are listed, and the present status and problems of special education are explored. (RJ)

ED 049 574

EC 032 051

Ross, David H. Young, Alan J.

The Education of Handicapped Children and Youth in New Zealand.

Pub Date 71

Note—18p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Educational Practice, Educational Trends, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, Services

Identifiers—New Zealand

Presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971), the paper deals with the education of handicapped children and youth in New Zealand. Some of the social, geographical, and economical factors which have shaped New Zealand's educational system are mentioned. The development of the special education services is discussed and some features of their structure and administration are described. Some of what the author considers the more important trends in New Zealand's special education services and some of the issues now facing those who must plan future development are also explored. (CD)

ED 049 575

EC 032 052

Emerson, T. L. W. Wilson, J. J.

The Education of Handicapped Children in Australia.

Pub Date 71

Note—31p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, *Conference Reports, *Educational Practice, Educational Trends, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, Historical Reviews

Identifiers—Australia

A paper dealing with the education of handicapped children in Australia, presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971), is featured. The provision for the education of handicapped children in one state, Victoria, is described in detail, and the ways in which other states differ from Victoria's pattern is then outlined. An historical background, the present educational system, the placement of handicapped children, the training of teachers, the curricula, employment opportunities, and successes, problems, and future plans are covered. (CD)

ED 049 576

EC 032 053

A Report on Special Education in the Philippines.

Pub Date 71

Note—34p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, *Conference Reports, Educational Practice, Educational Trends, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, Legislation

Identifiers—Philippines

Presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971), the paper concerns special education in the Philippines. A brief review of the educational system on the island is provided and the educational system presently in operation for handicapped children and youth is described. Laws, policies, regulations and administration of services presently in existence for the handicapped are covered. The financial structure of the programs, curriculum, qualifications and training programs, services and facilities, rehabilitation programs, assessment of existing programs, and a look at future plans are considered. (CD)

ED 049 577

EC 032 054

Educational and Other Services for Handicapped Children and Youth in the Republic of Indonesia.

Pub Date 71

Note—27p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, *Conference Reports, *Educational Practice, Educational Trends, *Exceptional Child Education, *Foreign Countries, Handicapped Children, Historical Reviews, Services

Identifiers—Indonesia

Submitted at the Pan Pacific Conferences on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971), the paper covers services and education for handicapped children and youth in the Republic of Indonesia. General background information including a brief history of the care the handicapped is given. The development of laws, provisions, policies, and regulations is discussed, and description of the educational system and the office of special education is provided. Other information includes financing, curriculum, training programs, services, facilities, rehabilitation programs, progress and problems, and a brief look at future programs. (CD)

ED 049 578

EC 032 055

Rose, Elizabeth

Special Education in Hong Kong.

Pub Date 71

Note—9p.; Paper presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Educational Practice, Educational Trends, *Exceptional Child Education, *Foreign Countries, *Handicapped Children, Historical Reviews

Identifiers—Hong Kong

The paper, presented at the Pan Pacific Conference on the Education of Exceptional Children (Honolulu, Hawaii, February 9-12, 1971), concerns special education in Hong Kong. A brief summary of the general educational background in Hong Kong and its present stage of development is given. The aim of special education in Hong Kong, existing facilities, and current problems are discussed; and future plans for special education services are considered. (CD)

ED 049 579

EC 032 159

U.S.O.E. Fellowship Students' Practicum Handbook for the Cooperative Psycho-Educational Training Program for Teachers of the Emotionally Disturbed.

Pontiac State Hospital, Mich.; Wayne State Univ., Detroit, Mich. Coll. of Education.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 70

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cooperative Programs, *Emotionally Disturbed, *Exceptional Child Services, *Graduate Study, Institutional Schools, Program Descriptions, Psychoeducational Clinics, *Residential Programs, *Teacher Education

Identifiers—Michigan

The handbook is written for graduate students participating in the Wayne State University Fairlawn Center Cooperative Psycho-Educational Training Program for Teachers of the Emotionally Disturbed. The material is intended as an orientation to the scope of the total program of Fairlawn Center (Pontiac State Hospital, Child Psychiatry Division), which serves emotionally disturbed children in 10 Michigan counties, as well as an orientation to the practicum situation and a general resource manual. Information is provided on the development of Fairlawn Center and of the cooperative Psycho-Educational Training Program with the Department of Special Education and Vocational Rehabilitation of Wayne State University, the actual physical milieu, the U.S.O.E. master's fellowship student, graduate student schedules and assignments, procedures of evaluation and self-evaluation, phases of training, and the daily routines and policies of Fairlawn Center. (KW)

ED 049 580

EC 032 160

Ball, Thomas S., Ed.

The Establishment and Administration of Operant Conditioning Programs in a State Hospital for the Retarded.

California State Dept. of Mental Hygiene, Sacramento. Bureau of Research.

Pub Date 69

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Organization, Administrative Policy, *Behavior Change, *Institutions, *Mentally Handicapped, *Operant Conditioning, Program Descriptions, Reinforcement, Staff Role

Identifiers—California

Seven articles treat the establishment of operant conditioning programs for the mentally retarded at Pacific State Hospital in California. Emphasis is on the administrative rather than the demonstration of research aspects of operant conditioning programs. Following an introduction and overview, the medical director's point of view on operant conditioning programs is presented and the following aspects of the token economy program are examined in articles by various staff members at the state hospital: demands on the staff, selection of patients, operation of the token economy program, the high school program, and the implementation of new programs in ward care of the retarded. Three additional articles discuss the training program in operant conditioning for institutional staff members, a cross-cultural use of operant conditioning at a mental hospital in Vietnam, and operant conditioning treatment programs at Porterville State Hospital. Additional material details administrative policies and daily procedures at Pacific State Hospital. (KW)

ED 049 581

EC 032 161

Stott, D. H.

Classification of Behavior Disturbance among School-Age Students: Principles, Epidemiology and Syndromes.

Guelph Univ. (Ontario).

Pub Date Feb 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Problems, *Behavior Rating Scales, Classification, *Emotionally Disturbed, *Evaluation Methods, *Exceptional Child Research, Maladjustment, Test Validity

Identifiers—Bristol Social Adjustment Guides

A discussion of the classification of behavior disturbance; the paper focuses on the results of behavior and ways to avoid uncontrolled inference and observer-interpretation. One hypothesis of maladjustment which is explored is a failure to think about the consequences of behavior and to act on impulse. An experimental revision of the Bristol Social Adjustment Guides, consisting of short descriptions of behavior that can be observed by a teacher in or about the classroom, is described. In a study of 2,527 students, two major dimensions appeared: under-reacting and over-reacting maladjustment with girls showing a preponderance of under-reacting and boys demonstrating more over-reacting. Rela-

tionships between health and coordination and maladjustment are considered, and appendices present statistical data. (RJ)

ED 049 582

EC 032 162

Stott, D. H.

Behavioral Aspects of Learning Disabilities: Assessment and Remediation.

Guelph Univ. (Ontario).

Pub Date 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Behavior Rating Scales, *Educational Diagnosis, *Exceptional Child Education, *Learning Characteristics, *Learning Disabilities, Learning Theories

Both assessment and remediation of primary and secondary behavioral handicaps to learning are discussed, and a classification of behavior styles detrimental to learning, based upon observation of the child's behavior in learning situations, is presented. Primary learning-handicaps are defined as aspects of impairment of temperament which are in evidence in the child's general behavior. Failure arising either from the primary handicaps or from cultural disadvantage is said to cause secondary behavioral handicaps called pseudo-adjustments (avoidances and compensations). How such learning disabilities may amount to a de facto retardation or pseudo-retardation is pointed out. Techniques of assessment and remediation are reviewed. A Guide to the Recording of the Child's Behavior in the Learning Situation is presented, in which the unproductive learning-strategies are grouped under 14 headings. The form, allowing the teacher to rate the child's behavior in each area according to three degrees of severity, serves as a profile of faulty learning styles. (KW)

ED 049 583

EC 032 163

Toffe, Donald And Others

Learning to Manage One's Money: A Resource Guide for Implementation of the State Curriculum for the Educable Mentally Retarded.

Racine Unified School District 1, Wis.

Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Pub Date Nov 70

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Education, Mentally Handicapped, *Money Management, Resource Guides, *Teaching Guides

Identifiers—Wisconsin

The resource guide is intended to assist Wisconsin teachers in implementing the state curriculum for the educable mentally retarded in one of the persisting life needs areas - money management. A selection of teaching units dealing with learning to manage one's money and ranging from the primary through secondary level is presented. The units provide suggestions for the teaching of money management skills and attitudes appropriate for each level. Behavioral objectives, activities, and resource materials are specified for each unit. A bibliography of instructional materials related to money management is included. (KW)

ED 049 584

EC 032 164

A Guide to Physical Education for the Mentally Retarded Using Persisting Life Situations No. 5 and 10.

Sheboygan County School for Special Education, Sheboygan Falls, Wis.

Spons. Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Bureau No.—BR-00033

Pub Date 70

Grant—OEG-594149

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, Curriculum Guides, *Exceptional Child Education, *Mentally Handicapped, *Physical Education, Program Descriptions, Recreation

Identifiers—Wisconsin

Described is the first phase of a project concerned with the development of a program and a

resource guide in the area of physical education and recreation for the mentally retarded in Wisconsin. Phase I consisted of a 6-week summer program to give intern physical education teachers practical teaching experience with trainable and educable mentally retarded children (N equals 58), with the intent of developing sequential curriculum guidelines composed of behavioral objectives and workable suggested activities to implement the state curriculum. Outlined is the daily program in the five areas of instruction: physical education, crafts, ceramics, music, and woodworking. Behavioral objectives are presented for 30 skills which are components of motor ability and more complex sports skills. Activities and annotated resource materials are listed for all five areas of instruction in sample unit and daily lesson plans. Expanding upon this preliminary organization of a physical education and recreation program, Phase 2 of the project will develop a comprehensive multi-year program for an entire school and publish a resource guide. (KW)

ED 049 585 EC 032 165

The President's Committee on Mental Retardation: The Decisive Decade.

President's Committee on Mental Retardation, Washington, D.C.

Pub Date 71

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Exceptional Child Education, *Mentally Handicapped, *Mental Retardation, Research Needs, Services Identifiers—*Presidents Committee on Mental Retardation

The fourth annual report of the President's Committee on Mental Retardation comments upon areas of significant progress and of critical need in mental retardation. The problem of malnutrition, improvements in residential care, and advancements in diagnosis, treatment, and prevention through research are discussed. Specific recommendations for action in inner city schools and better school services are listed. Also summarized are the Committee's present and future studies and initiatives in the areas of delivery of state services, legal rights and guardianship of the retarded, manpower planning and utilization, and international information exchange. (KW)

ED 049 586 EC 032 166

Minimal Brain Dysfunction in Children: Educational, Medical, and Health Related Services (Phase Two of a Three-Phase Project).

Eastern Seal Research Foundation, Chicago, Ill.; National Inst. of Neurological Diseases and Stroke (DHEW), Bethesda, Md.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Public Health Service (DHEW), Arlington, Va.

Pub Date 69

Note—91p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (PHS Pub. No. 2015, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Clinical Diagnosis, *Educational Diagnosis, *Exceptional Child Services, Identification, *Learning Disabilities, Legislation, *Medical Evaluation, *Minimally Brain Injured, Neurologically Handicapped, Teacher Education

Task Force 2, created by concerned voluntary and government agencies, outlines a program and resources to be developed to provide for the needs of children with minimal brain dysfunction (MBD), or learning disabilities. Task Force 1 reported on terminology and identification and Task Force 3 will deal with research in MBD, in other phases of the project. Included are the reports of the two subcommittees of the task force, one dealing with educational and the other with medical aspects of the problem. The report of the Educational Services Committee describes the present status of educational programs and legislation by surveying and evaluating the four following areas: educational assessment and evaluation procedures, classroom management methods, professional programs in teacher preparation, and educational legislation. The report of the Committee on Medical and Health-Related Services identifies the essential features of health services required by children with MBD. Evaluative procedures so identified include

medical, neurological, electroencephalic, psychologic, communicative, and psychiatric evaluation. Health-related and other services needed for comprehensive management of the child following evaluation are specified. Appended information focuses upon the neurological evaluation and psychodiagnostics in patients with suspected MBD. (KW)

ED 049 587 EC 032 168

Looff, David H.

Appalachia's Children: The Challenge of Mental Health.

Pub Date May 71

Note—186p.

Available from—University Press of Kentucky, Lafferty Hall, University of Kentucky, Lexington, Kentucky 40506 (\$7.50)

Document Not Available from EDRS.

Descriptors—Child Rearing, *Cultural Factors, Depressed Areas (Geographic), *Disadvantaged Groups, *Emotionally Disturbed, *Exceptional Child Research, *Family (Sociological Unit), Family Influence, Mental Health Clinics, Psychological Characteristics Identifiers—Appalachia

The analysis of the developmental experiences and resulting personality patterns of Southern Appalachian children is based upon fieldwork in psychiatric clinics in eastern Kentucky, where diagnostic evaluation and treatment were provided for emotionally disturbed children. Observations on the mental health, or mental disorder, of the children are made concurrently with and in the light of observations on the ways in which eastern Kentucky families raise their children and on the kinds of adjustments to life that these children make. The historical, geographic, and socioeconomic characteristics of the region, in addition to characteristic family life styles and child rearing practices, are presented as the necessary context for understanding the children's mental health problems. Mental disorders are viewed largely as social phenomena and mental health or disorder is seen as firmly embedded in the social matrix. The study of family structure and interrelationships reveals three prominent themes influential in child development—emphasis on infancy of the children and family closeness, poor development of verbal skills, and the consideration of sexual maturation and functioning as a tabooed topic. Instances of emotional disturbance discussed are grouped accordingly: dependency themes, communication patterns, and psychosexual themes. (KW)

ED 049 588 EC 032 169

Mann, James W. May, June V.

The Status of Speech Pathology and Audiology Programs in Elementary and Secondary Schools.

Mississippi Univ., University. School of Education.

Pub Date Oct 70

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiological Methods, *Aurally Handicapped, Elementary Education, Exceptional Child Research, Hearing Therapy, *Professional Personnel, Public Schools, *Questionnaires, Secondary Education, *Speech Handicapped, Speech Therapists, Speech Therapy

Identifiers—Mississippi

Addressed primarily to the prospective as well as the working, speech and hearing clinician, the study investigated the current practices and status of public school speech and hearing programs in Mississippi. A questionnaire was forwarded to 49 speech and hearing clinicians to determine professional title and relationships, screening and diagnosis, classification and distribution of disorders, remedial procedures, supervision, and speech improvement. The results were felt to point up such needs as standardization of professional titles at the state level, more consistent and precise methods of examination of speech disorders; some standard program management practices; more joint responsibility shared with the superintendents, parents, principals, teachers, and therapist; more teacher guidance from the speech clinician. A copy of the questionnaire completed by the speech and hearing personnel is included in the appendix. (C'D)

ED 049 589 40 EC 032 208

Mattson, Robert H. And Others

Assessment and Treatment of Deviant Behavior in Children - Section One: Introduction and Project Overview. Final Report.

Oregon Univ., Eugene.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-1308

Pub Date 70

Grant—OEG-4-6-061308-0571

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Behavior Problems, Class Management, *Emotionally Disturbed, *Exceptional Child Research, Research Design, Research Projects, *Socially Deviant Behavior

The procedures and results contained in the report define a program of research designed to investigate methods of assessing and modifying deviant behavior within the educational setting. The report has been divided into six sections with section one providing an introduction and project overview. The basic and interim proposal project commitments are stated and some of the methodological issues and questions generated during the research such as the teacher variable are briefly discussed. An overview and status of the project is provided by reviewing the content of the other five sections of the report. Section two (EC 032 209) deals with assessment; section three (EC 032 210) discusses treatment; section four (EC 032 211) covers generalization and maintenance; section five (EC 032 212) analyzes teacher behavior; and section six (EC 032 213) details the single subject experiments. (CD)

ED 049 590 40 EC 032 209

Walker, Hill M.

Assessment and Treatment of Deviant Behavior in Children - Section Two: Construction and Validation of a Three Stage Model for Identifying and Assessing Deviant Behavior in Children. Final Report.

Oregon Univ., Eugene.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-6-1308

Pub Date 67

Grant—OEG-4-6-061308-0571

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Behavior Rating Scales, Check Lists, Diagnostic Tests, *Emotionally Disturbed, *Exceptional Child Research, *Identification, Models, Research Methodology, *Socially Deviant Behavior, Test Construction, Test Reliability, Test Validity

The document, part two of a six part project report, discusses the construction and validation of a three stage model for assessing deviant behavior in children. The model was developed to meet the project's measurement, identification and diagnostic goals. Stage one consists of a 50 item behavior checklist which was used as an initial screening device. The scale is normed on elementary grade subjects; and item reliability and validity estimations are completed on the scale. Stage two consists of a 62 item behavior rating scale which is divided evenly between items to measure acting out behavior and items measuring withdrawn behavior. A behavioral observation form was developed for the purpose of measuring task oriented behavior. The form allows simultaneous observation of 13 behaviors, and contains codes for classroom setting, the social consequences of child behavior, and the social agent supplying the consequence. Identification data were collected in stage one and more specific data were collected in stages two and three for diagnostic and treatment prescription purposes. Further details on the project are contained in section one (EC 032 208) overview; section three (EC 032 210) treatment; section four (EC 032 211) generalization and maintenance; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments. (CD)

ED 049 591 40 EC 032 210

Buckley, Nancy K. And Others

Assessment and Treatment of Deviant Behavior in Children - Section Three: Construction and Evaluation of a Treatment Model for Modifying Deviant Behavior in Children. Final Report.

Oregon Univ., Eugene.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-6-1308
Pub Date 70
Grant—OEG-4-6-061308-0571
Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Change, *Emotionally Disturbed, *Exceptional Child Research, *Reinforcement, *Research Methodology, Social Influences, Socially Deviant Behavior

The report is the third in a six part research report. The construction and evaluation of a treatment model using short term placement in a token economy to modify deviant behavior is described. Between 1968 and 1970 the treatment model was replicated on a total of 44 subjects ranging in age from 8 to 12 years. Eight groups of six subjects each were rotated through the experimental classroom for a 2 month period of treatment. Three components of the treatment model - token reinforcement, social reinforcement, and aversive controls, were evaluated in terms of their efficiency in accounting for behavior change. Results were felt to indicate that social reinforcement had the greatest control over the subjects' behavior. Application of the treatment model over a 2 year period was felt to produce measurable changes in classroom behavior and in measured achievement in math and reading. Other aspects of the project are included in: section one (EC 032 208) overview; section two (EC 032 209) assessment; section four (EC 032211) generalization and maintenance; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments. (CD)

ED 049 592 40 EC 032 211
Walker, Hill M. Buckley, Nancy K.

Assessment and Treatment of Deviant Behavior in Children - Section Four: Evaluation of Three Experimental and One Control Strategy in Facilitating Generalization and Maintenance of Treatment Effects Following Two Months of Treatment in a Token Economy. Final Report. Oregon Univ., Eugene.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-6-1308
Pub Date 70
Grant—OEG-4-6-061308-0571
Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Emotionally Disturbed, *Exceptional Child Research, *Followup Studies, *Program Effectiveness, Program Evaluation, Regular Class Placement, *Reinforcement, Socially Deviant Behavior

The document is section four of a six part report on the assessment and treatment of deviant behavior in children. The effects of three experimental strategies were investigated to facilitate generalization of treatment effects following 2 months in a token economy classroom. Forty four subjects were assigned to one of three experimental strategies, peer group reprogramming, equation of external stimulus conditions, and teacher training in behavior management techniques, which were implemented in the regular classroom for a 2 month period. The amount of deviant behavior produced by the subjects was the dependent variable. The average for all 44 subjects was felt to show behavior maintenance effects from treatment during followup. The token economy was considered to have a powerful treatment effect. Other aspects of the project are found in section one (EC 032 208) overview; section two (EC 032 209) assessment; section three (EC 032 210) treatment; section five (EC 032 212) teacher behavior; and section six (EC 032 213) single subject experiments. (CD)

ED 049 593 40 EC 032 212
Walker, Hill M. Buckley, Nancy K.

Assessment and Treatment of Deviant Behavior in Children - Section Five: Investigation of Some Functional Relationships Between Teacher Consequent Behavior and Pupil Performance. Final Report.

Oregon Univ., Eugene.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-6-1308
Pub Date 70
Grant—OEG-4-6-061308-0571
Note—69p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Emotionally Disturbed, *Exceptional Child Research, Negative Reinforcement, *Reinforcement, Socially Deviant Behavior, *Teacher Attitudes, Teacher Role

The document is the fifth in a six part research report on the assessment and treatment of deviant behavior in children. In attempting to reprogram a social environment so as to maintain behaviors modified in an experimental setting, researchers felt that it was essential that the reprogramming take into account the teacher's role as a controlling agent in the regular classroom. Two studies were designed, one to investigate classroom control as a function of teacher dispensed social reinforcers, and the other to collect data on the relationships between the teacher's consequence effects and production of appropriate and inappropriate behavior and to measure the changes in the teacher's consequent behavior. In the latter experiment, the results from the behavioral observations of 44 subjects were felt to indicate that the deviant child got more than twice his share of attention and that 40% was due to inappropriate behavior. The first study, conducted over a period of 11 weeks in a fifth grade setting, was noted as indicating a high probability of teacher attention to inappropriate behavior (77% of teacher's attention). Systematic manipulation of the amount of teacher attention produced changes in rates of behavior for non-deviant subjects, making the deviant and non-deviant subjects more similar in behavior. (CD)

ED 049 594 40 EC 032 213
Walker, Hill M. Buckley, Nancy K.

Assessment and Treatment of Deviant Behavior in Children - Section Six: Single Subject Experiments Generated by Application of the Treatment Model in the Experimental Class Setting. Final Report.

Oregon Univ., Eugene.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-6-1308
Pub Date 68
Grant—OEG-4-6-061308-0571
Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Class Management, *Emotionally Disturbed, *Exceptional Child Research, *Peer Relationship, Positive Reinforcement, Research Methodology, *Research Utilization, Socially Deviant Behavior

The studies in section six (of a six part report on the assessment and treatment of deviant behavior in children) investigated questions generated by the application of the treatment model in the experimental class setting (EC 032 210). The first experiment, on attending behavior, was designed to measure the conditionability of attending behavior using a changing schedule of requirements for reinforcement. Manipulation of the reinforcing contingencies were felt to produce measurable changes in the proportion of attending behavior. The experiment on effects of reinforcement, feedback, and punishment on academic response rate was designed to provide data on optimum combinations of consequence variables for improving academic performance. Results were felt to indicate that positive reinforcement and feedback were effective in accelerating rate correct and decelerating error rate. Punishment of specific error responses were noted as proving effective. The experiment on increasing cooperative social interactions with group reinforcement procedures was investigated using six subjects with deviant behavior in a playground situation. The data was felt to suggest that social interactions could be altered through positive reinforcement. (CD)

ED 049 595 24 EC 032 233
Sontagard, Manford A. Tseng, Meng-shu

Development of Criteria for the Identification of Pre-School Children with Learning Problems. Final Report.

West Virginia Univ., Morgantown.
Spons Agency—Northern Iowa Univ., Cedar Falls; Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-9-C-024
Pub Date Jan 71
Grant—OEG-3-9-580024-0049(010)
Note—170p.
EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Age Differences, Attention Span, Attitudes, Emotional Problems, *Exceptional Child Research, *Identification, *Learning Difficulties, *Longitudinal Studies, Parent Attitudes, Preschool Evaluation, Self Concept, Social Adjustment

To identify variables which inhibit social and academic adjustment, 42 kindergarten students were studied longitudinally by means of parent interviews, observation, tests, and anecdotal records. The IQ score for the group remained normal to slightly above over the 8-year period, but individual scores tended to vary more with increased age. Underachieving students in reading were compared to their achieving classmates; in grade 3 there was a significant difference between the two groups on the level of discouragement. By sixth grade the underachievers exhibited a less desirable social adjustment and participated less in class discussions. Short attention span and sensitivity about weight and speech were recurring characteristics of underachievers. The feeling of having a place among his peers and being assured of it, and a feeling of personal worth and appreciation were the only variables that continued to correlate consistently with the child's overall academic accomplishment throughout the first nine years of school. Additional results, conclusions, and suggestions are reported. (RJ)

EM

ED 049 596 EM 007 889

Firth, Brian
Mass Media in the Classroom.
Pub Date 68

Note—127p.; Basic Books in Education Series, Edited by Kathleen O'Connor and D. J. O'Connor
Available from—Globe Book Services Limited, Brunel Road, Basingstoke, England. (\$2.88)

Document Not Available from EDRS.

Descriptors—Critical Reading, Elementary School Curriculum, *English Curriculum, Films, *Film Study, High School Curriculum, *Language Arts, *Mass Media, News Media, Newspapers, Periodicals, *Teaching Guides, Television

The teacher is provided with a range of practical suggestions for teaching about mass media. Chapters are devoted to the press, magazines, television, advertising, and film. The author argues that the teacher must start from the place of the various media in the lives of the children and not from a desire to instruct the children as to what they should think about a particular medium. The book is intended for teachers of children from age nine through high school. The author is English, and while many of the examples he uses may not be familiar to American readers, the principles from which he works are useful. Lists providing suggestions for further reading are included. (Author/JK)

ED 049 597 95 EM 008 794

Schramm, Wilbur And Others
Television and Educational Reform in El Salvador. Complete Report on the Second Year of Research.

Stanford Univ., Calif. Inst. for Communication Research.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Report No.—RR-7

Pub Date Mar 71

Note—213p.

Available from—Institute for Communication Research, Stanford University, Stanford, California 94305

Document Not Available from EDRS.

Descriptors—Achievement Gains, Aspiration, Developing Nations, Disadvantaged Groups, Economic Progress, *Educational Change, Feedback, *Instructional Television, *Longitudinal Studies, Socioeconomic Status, Student Attitudes, Surveys, Teacher Attitudes, Teaching Methods, Telecourses, *Televized Instruction, Television Curriculum, *Television Research, Television Teachers

Identifiers—*El Salvador
Research conducted on El Salvador's educational reform program during the 1970 school year is summarized. The primary focus is on the

effect of instructional television on that reform. The administrative history of the 1970 school year is briefly reviewed. Learning patterns in the seventh- and eighth-grade television classes are compared with those in traditional classes. An attempt to isolate the contribution of television instruction to student learning and an analysis of the effect of television instruction on certain disadvantaged groups are described. An attitude survey to determine the effect of the reform program on teachers shows a generally favorable attitude toward televised instruction. Surveys of student attitudes and of student aspirations are presented in terms of El Salvador's overall economic development. The longitudinal data obtained over the past two years, four different student surveys, and an interview study of parents are summarized. Two special projects—one to measure the changes in classroom teaching behavior and the other to obtain quick feedback on student learning in television classrooms—are reported. The text of the report is extensively supplemented by charts, graphs, and data tables. [Document not available from EDRS due to marginal legibility of the original document.] (JY)

ED 049 598 88 **EM 008 815**
Media Implementation Through Teamed Supervision. Evaluation: Title Three, ESEA.

Boardman Local School District, Youngstown, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [69]

Note—61p.

Available from—Boardman Local School District, 7410 Market Street, Boardman, Ohio 44512

Document Not Available from EDRS.

Descriptors—*Critical Path Method, Data Analysis, *Data Collection, Decision Making, Elementary School Supervisors, Equipment Utilization, Evaluation, Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, Instructional Materials Centers, *Instructional Media, Measurement, Measurement Techniques, Media Specialists, Models, *Program Evaluation, Teacher Evaluation, Team Administration, Team Teaching

The procedures and techniques developed to evaluate a project to implement media in elementary schools are discussed. To describe the decision-making setting, two necessary conditions—understanding (high or low) and amount of change (large or small)—were paired against each other resulting in four possible evaluation settings. The situation in question was determined to be like the "neomobility" setting characterized by large change and low understanding. Four types of decisions are considered in the evaluation: planning, structuring, implementing, and recycling. By matching the decision structure with the setting, a logic for the evaluation design is worked out which is translated into a 28-step PERT network. Eight means of collecting data were identified and modified. These methods include the McLaughton Instrument for Communication Examination, the Oklahoma Self-Administering Media Evaluation Test, teacher evaluation reports, etc. A computer data management program was developed for manipulation of the input data. The results are discussed in generalized (non-statistical) terms in relation to the project's objectives. Some of the necessary conditions for adapting this model to other projects are suggested. (Not available from EDRS due to marginal reproducibility of the original.) (MT)

ED 049 599 **EM 008 836**
Campbell, Donald S. Schwen, Thomas M.

Beyond the Remedial Loop: Toward the Integration of Task and Learner Analysis for a Process Approach to Instructional Development.

Indiana Univ., Bloomington. School of Education. Pub Date 71

Note—20p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Philadelphia, Pennsylvania, March 21-26, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude, Cognitive Ability, *Cognitive Processes, *Conceptual Schemes, Individual Characteristics, Instructional Design, Learning Characteristics, *Learning Processes, Learning Theories, Mediation Theory, Psychological Characteristics, Research Design, Skill Analysis, *Stimulus Behavior, *Task Analysis, Training

The authors argue against the current view of task analysis which assumes that learning is a univariant process. They feel that learning is a multivariant process and that task analysis should also take into consideration an analysis of the learning task, the cognitive processes which affect the acquisition of the learning task, and the learner's personality variables which may interact with the task and/or process of acquisition. Task analysis techniques must go beyond the formal-procedural (training) domain into what is termed a "thematic-principle" domain. They propose three procedures for such an analysis: specification of an appropriate cognitive process, an analysis of task structure, and an analysis of the contribution of aptitude measures on task performance. To demonstrate the feasibility of such an analytical procedure, a developmental research project is described which involved the manipulation of several sequence variables. (JY)

ED 049 600 **EM 008 838**
Atkin, Charles K.

Interpersonal Communication as a Determinant of Mass Media Exposure Patterns.

Pub Date 71

Note—44p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Commercial Television, Communication (Thought Transfer), High School Students, *Information Seeking, Information Theory, *Intercommunication, Interpersonal Competence, Mass Media, *News Media, Newspapers, Publications, Radio, Research Reviews (Publications), Television, *Use Studies

Evidence is presented that people select mass communication content on the basis of interpersonal contact they anticipate having. Examinations of the results from a variety of earlier field studies showed consistently positive relationships between amount of interpersonal discussion and exposure to relevant mass media messages. In a secondary analysis of news exposure data, the number of groups with which individuals discussed news events was associated with the amount of time they spent reading newspapers and magazines. Another secondary analysis yielded strong correlations between frequency of talking about a political campaign and level of exposure to campaign coverage in the electronic and print media. An experiment investigating news information seeking in a sample of high school students showed that students who expected to participate in an informal discussion with other students about national, local, or school problems tended to select a greater amount of the appropriate type of news (either national or local items) in the course of their normal mass media use, but they did not actively seek out additional media sources. (Author/JK)

ED 049 601 **EM 008 839**
Sheinkopf, Kenneth G. And Others

The Functions of Political Advertising for Campaign Organizations.

Pub Date Apr 71

Note—19p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elections, *Group Unity, *Information Needs, Information Sources, Mass Media, Morale, News Media, Newspapers, *Political Influences, *Publicize, Teamwork, Television

One previously untested benefit of political advertising before elections may be that it serves "internal" as well as "external" needs, i.e., it boosts the morale of the campaign staff and provides them with information to persuade voters. This proposition was tested during the 1970 Wisconsin gubernatorial campaign by means of a questionnaire mailed to volunteer campaign workers. Workers from both major parties reported that they had paid close attention to advertising for both their own and the opposition candidate. They felt the ads boosted staff morale and made them feel more confident of victory. They discussed among themselves the ads for both candidates and used information from them to sway voters. The need to persuade voters led workers to watch and read the opponents' ads and think of counter-arguments to rebut them. Strong correlation is reported between the workers' opinion of the ads and their belief that the ads boosted confidence and morale and increased the amount

of discussion and information gain. Advertisements were not a significant factor in recruiting new volunteers. (JK)

ED 049 602 **EM 008 840**

Powell, Jon T. Breen, Myles P.

The Personal and Social Contributions of Television as Perceived by College Students.

Northern Illinois Univ., De Kalb. Coll. of Education.

Pub Date Apr 71

Note—14p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Broadcast Television, *College Students, *Commercial Television, Family Life, *Individual Development, Personal Growth, Personal Values, Social Responsibility, Surveys, Television Commercials, *Television Research, Television Viewing

While the perceived role of television may differ considerably from its actual function, such perception plays an important part in determining individual response. First-year college students' opinions of the personal and social contributions of television were measured in a survey using students in a basic speech class. Students thought television did a good job in providing entertainment and stimulating interest in public problems. Their major criticisms were that television commercials discouraged understanding of political issues and encouraged the development of false standards of social behavior. They also thought commercials aroused demand for unnecessary products. Some students believed that television offered too easy an opportunity for escapism. The statements concerning the utility of television to improve personal and family social norms received little support. (JK)

ED 049 603 **EM 008 841**

Plummer, Joseph T.

Life Style Patterns: A New Dimension for Mass Communication Research.

Pub Date Apr 71

Note—23p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, Cluster Grouping, Correlation, *Group Structure, *Individual Characteristics, Marketing, Mass Media, *Media Research, Periodicals, Publicize, Questionnaires, *Research Methodology, Social Values, Surveys, *Use Studies

In measuring the characteristics of mass-communication audiences, three dimensions are frequently used: demographics, social class, and psychological characteristics. The author proposes a fourth, "life style," which offers reliable data, is more colorful than demographics and more useful than psychological characteristics. This dimension is designed to answer questions about people in terms of their activities, opinions, and interests (AOI's). To date, data for these studies has come from adults who are members of national mail panels. Information on AOI's, demographics, media usage, media preferences, and product or brand usage is obtained. The data is then analyzed in one of two ways. Correlational analysis indicates the difference in life styles between users and nonusers of a product or readers of one magazine versus those of another magazine. Cluster analysis divides the sample by life style and relates those life styles to product use or media preference. Examples from previous life style studies illustrate the two techniques. The life style dimension has been of use in advertising and marketing and should be useful in mass communication research. (JK)

ED 049 604 **EM 008 842**

Atkin, Charles K. And Others

Electronic Politics and the Voter: Conventional Wisdom and Empirical Evidence.

Wisconsin Univ., Madison. School of Journalism and Mass Communication.

Pub Date Apr 71

Note—46p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Audiences, Individual Characteristics, Information Seeking, Information Utilization, *Political Influences, Political Issues, *Publicize, *Television Commercials, *Television Surveys, *Voting

Identifiers—Colorado, Wisconsin

The effects of spot television commercials during political campaigns were studied. A telephone survey was conducted to see what effect such commercials had on voters in the 1970 Wisconsin and Colorado gubernatorial elections. The results showed that this approach is the most efficient way of reaching a vast majority of the electorate, although it may not reach voters who are politically uninterested or who are light television viewers. Frequency of presentation has a direct impact on frequency of viewer exposure but has no effect on the viewer's level of attention. Quality of presentation (whether the ads are perceived as informative, interesting, honest, entertaining, and professionally produced) combines with audience characteristics (personal interest, partisan preferences, and need for knowledge and enjoyment) to determine attention and information gain. These content factors then work indirectly to influence voting decisions or produce shifts in voting intentions. Based on this analysis, the most effective advertising strategy would be one that allocates campaign funds away from a high frequency of exposure into a more modest number of ads which contain substantive information content and are presented in an interesting and entertaining manner. (Author/JK)

ED 049 605 EM 008 843

Jordan, Thurston C., Jr., Ed.

Glossary of Motion Picture Terminology.

Pub Date 68

Note—63p.

Available from—Pacific Coast Publishers, Menlo Park, California 94025 (\$1.95)

Document Not Available from EDRS.

Descriptors—*Film Production, *Films, *Glossaries, Lighting, Photography, *Production Techniques, Projection Equipment, Sound Effects, Sound Tracks, Vocabulary

Over 500 terms used in the film industry are defined in non-technical language. The terms include both technical and common names for equipment, processes, occupations, and organizations. Some of the terms are illustrated with photographs. Cross Referencing is provided where appropriate. (JY)

ED 049 606 EM 008 844

Diaz, A. J., Ed.

Guide to Microforms in Print: 1971.

Pub Date 71

Note—128p.

Available from—NCR/Microcard Editions, 901 26th Street, N.W., Washington, D. C. 20037 (\$6.00)

Document Not Available from EDRS.

Descriptors—Archives, *Catalogs, Directories, Guides, Library Materials, Microfiche, Microfilm, *Microforms, *Newspapers, Periodicals, *Publications, *Reference Materials, Resource Materials

In this annual, cumulative catalog over 19,000 books, journals, newspapers, and multi-volume sets available on microfilm (16mm. and 35mm.), microfiche, or micro-opaque cards from United States publishers are listed in alphabetical order. Only microform publications offered for sale on a regular basis are listed. Books are entered by author. Author entries include author, title, and date of publication of the work in its original form. Journals and sets are entered by title. Journal entries provide the title and dates of publication of the journal in its original form. Newspapers are entered by state. Archival materials and manuscripts are entered as they are listed by the publishing organization. For each entry the price, publisher, and type of microform is noted. A directory of the publishers, including telephone numbers, is provided. (JY)

ED 049 607 EM 008 846

Johnson, Harry Allyn, Ed. Comp.

Multimedia Materials for Afro-American Studies.

A Curriculum Orientation and Annotated Bibliography of Resources.

Pub Date Apr 71

Note—353p.

Available from—R. R. Bowker Company, 1180 Avenue of the Americas, New York, N.Y. 10036 (\$19.95)

Document Not Available from EDRS.

Descriptors—*African American Studies, *African Culture, African History, *Annotated Bibliographies, *Audiovisual Aids, Black Community, Black Power, Booklists, Catalogs, Cultural Background, Films, Identification

(Psychological), Instructional Materials, Multimedia Instruction, Negro Culture, Negro History, Negro Leadership, Negro Literature, Negro Organizations, Negro Role, Racism, *Resource Guides

Four black professionals (an educational media specialist, an educator, a sociologist, and a historian) present their views on relevant education for minority students from the vantage point of their respective disciplines. An extensive annotated list of non-print media, plus a bibliography of 100 paperback books, provides a body of instructional materials for teaching about the contributions of Afro-American culture and heritage to the growth and development of the United States. The list also contains material for an examination of the opportunities and obstacles facing present day Afro-Americans. A second media list concentrates on the study of the people and states of Africa. Of the non-print materials listed in the two sections, over 700 titles are films; the remainder are records, filmstrips, multimedia kits, audiotapes, videotapes, kinescopes, transparencies, slides, photographs, posters, and graphics. For each entry the following information is provided: title, publication date, number of reels (frames, units, slides, etc.), running time, purchase/rental price, publisher or distributor, content description, instructional goal, and intended audience. Two directories are provided—one listing the names and addresses of publishers and distributors of audiovisual materials and the other containing the names and addresses of paperback book publishers. (JY)

ED 049 608 EM 008 847

Ferguson, Richard L.

Computer Assistance for Individualizing Measurement.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Mar 71

Note—90p.; Technical Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Branching, *Computer Oriented Programs, Computers, *Criterion Referenced Tests, Elementary School Mathematics, Individual Differences, Individualized Instruction, *Measurement Techniques, Models, *Testing, Test Reliability, Test Validity

While the usefulness of branched testing over conventional paper-and-pencil testing has been in doubt, particularly for the student of average ability, this has been with reference to normative measures rather than the criterion-referenced measures characteristic of individualized instruction. A computer-assisted test model for assessing an examinee's proficiency in a set of skills for which a hierarchy of prerequisite relationships is known to exist was developed and evaluated. The test model calls for the random construction of items using item generation rules stored in the computer—an item sampling procedure that permits the test constructor to control for classification errors—and a branching strategy that tailors testing to the individual student in accordance with his competencies. Results with an individualized mathematics program showed the computer test to be highly successful in providing reliable information in substantially less time than was required by conventional methods, even though the sample included students with wide variations in competencies represented by the test unit. The reduction of time required for testing is attributed to the routing strategy rather than the item sampling procedure. (Author/MT)

ED 049 609 EM 008 853

Schillaci, Anthony, Ed. Culkin, John M., Ed.

Films Deliver: Teaching Creatively with Film.

Pub Date 70

Note—352p.

Available from—Citation Press, 50 West 44th Street, New York, N.Y. 10036 (\$5.25)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Demonstration Programs, Directories, Disadvantaged Youth, English Curriculum, Film Production, *Films, *Film Study, Projection Equipment, *Resource Guides, Selection, Social Studies, Teaching Guides, Teaching Methods, *Teaching Techniques

The fifteen papers in this resource guide are grouped into four sections. Section one contains

formulations of the basic rationale for screen education and descriptions of new concepts and approaches to film study. Section two presents a definition of the elements involved in filmmaking and viewing, and it describes several model programs which incorporated films or television into English and social studies courses. In the third section, there are discussions of successful how-to-do-it techniques. For example, some solutions are offered for problems encountered in finding and ordering or renting films, two student film-making projects are described (one involving disadvantaged youth), and an experiment which utilized local theaters is outlined. The final section is an extensive annotated appendix containing indexes of feature length and shorter films, a bibliography of books for film study, and two sample teachers guides—one at the elementary school level and one at the secondary level. In addition, a directory of film distributors and lists of useful periodicals and organizations are included. (JY)

ED 049 610 EM 008 856

Hall, Keith A.

Computer-Assisted Instruction: Status in Pennsylvania.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.

Report No—R-34

Pub Date Jul 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Problems, *Computer Assisted Instruction, Computer Based Laboratories, Computer Oriented Programs, Costs, Expenditure Per Student, Information Retrieval, Instructional Improvement, *Instructional Innovation, Programmed Tutoring, Recordkeeping, Simulation, Teaching Methods, *Teaching Techniques

Identifiers—Altoona Area School District, Learning Research and Development Center, *Pennsylvania, Pennsylvania State University, Philadelphia School District, Pittsburgh School District, University of Pittsburgh

Three characteristics of computer-assisted instruction (CAI) make it suitable for individualizing instruction: adaptive response by the student, continual evaluation of the student's responses, and adaptability of instruction to the individual's responses and his achievement levels. CAI systems are being used for laboratory computing, record keeping and retrieval, simulation, and tutorial instruction. CAI is difficult to compare with traditional instruction because of differences in objectives and techniques. Still, CAI has been shown to teach a comparable amount of material with a considerable time saving. However, use of CAI requires quantities of suitable curricular materials which have not been available. Cost effective use also requires after school use of facilities for adult or inservice teacher education and administrative applications which would utilize night hours. Five institutions in Pennsylvania have been concentrating on various aspects of CAI research and development. The Learning Research and Development Center (University of Pittsburgh) has focused on systems software and student terminal development, while Pennsylvania State has been concerned with curriculum development and implementation. Three school districts in the state are oriented toward the classroom application of computers. (MT)

ED 049 611 EM 008 857

Williams, Dwight A., Jr.

Mass Media Preference Patterns: A Cross-Media Study.

Missouri Univ., St. Louis.

Pub Date 71

Note—22p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Audiences, Class Attitudes, Films, *Mass Media, Periodicals, *Personality Studies, Political Influences, Program Attitudes, Q Sort, Radio, Stereotypes, Television, Television Commercials, Television Viewing

This study defined "preference types" (types of people who use various media) and looked at constructs people used in deciding their

preferences. Preferences in one medium were compared with preferences in another medium for the same group of people. The six media studied were television, radio, movies, magazines, brand commercials, and political messages. Q-methodology was used in the design and execution of the study. A balanced-block design of four style and content elements (reality, moral value, and complexity, and seriousness) was used as the basis for building a Q-sort instrument for each medium. Factor analysis was used to develop a set of six basic preference types: the information-seeker, the entertainment-seeker, the youth-oriented type, the sophisticated, the human interest type, and the successful-adjustment-to-life type. Each preference type is explained in terms of the preference constructs shared by the members. Analysis of individual cases indicates that there are more similarities in individual preferences across the media than there are differences. (Author/JK)

ED 049 612 EM 008 858

Chapanis, Alphonse

Final Report of Work Done on Contract NONR-4010(03).

Johns Hopkins Univ., Baltimore, Md.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-718-845

Pub Date 70

Note—11p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-718 845, MF \$3.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Auditory Perception, *Bibliographies, Color, *Human Engineering, Human Resources, Learning Characteristics, *Man Machine Systems, *Perception, Psychoeducational Processes, Psycholinguistics, Psychological Studies, *Research Methodology, Research Reviews (Publications), Sensory Training, Stimulus Generalization, Visual Discrimination, Visual Perception

The 24 papers listed report the findings of a study funded by the Office of Naval Research. The study concentrated on the sensory and cognitive factors in man-machine interfaces. The papers are categorized into three groups: perception studies, human engineering studies, and methodological papers. A brief summary of the most noteworthy findings in each category prefaces the bibliography. (JY)

ED 049 613 24 EM 008 860

Fitzhugh, Robert J. Chadwick, Martin M.

IMP: The LRDC Integrated Macro Package.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0253

Pub Date Dec 70

Contract—OEC-4-10-158(010)

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Assisted Instruction, *Computer Based Laboratories, *Computer Programs, *Guides, Input Output, *Programming, *Programming Languages, Time Sharing

Identifiers—IMP, *Integrated Macro Package

The Learning Research and Development Center Time-Sharing System (LRDC/TSS) supports numerous non-standard devices and terminals and provides a variety of powerful programming options, enabling the researcher to maintain close control over the experimental environment. To achieve this degree of flexibility, it was necessary to write programs exclusively in assembly language, which made program development time consuming and produced programs that were difficult to "debug." The integrated Macro Package (IMP) was developed to provide a programming aid which does not become involved in the problems of compiler writing. It provides a programming structure and a body of debugged and documented routines to programmers who write for the LRDC/TSS. Although it is used largely for computer-assisted instruction and on-line laboratory application, most of the routines are general purpose. IMP has a conditional assembly feature, which permits the programmer to identify sections of the code that should be assembled only if a specified condition is met. This guide defines the conventions governing memory allocation, subroutine calls, in-

put/output, and some miscellaneous function routines. This IMP-type solution would seem to be appropriate for laboratory installations with smaller computers and applications for which there are no suitable, higher level languages available. (Author/JY)

ED 049 614 24 EM 008 861

Block, Karen K.

Strategies in Computer-Assisted Instruction: A Selective Overview.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0253

Pub Date 70

Contract—OEC-4-10-158(010)

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Individualized Instruction, Instructional Innovation, Instructional Technology, Interaction, *Intermode Differences, *Programmed Tutoring, Substitution Drills, *Teaching Methods

Identifiers—Learning Research and Development Center

The history of some computer-assisted instruction (CAI) strategies is traced. A number of components of computerized instruction systems are described and explanations provided on the influence these components have in the development and production of a CAI system. A description of the interaction between a student and a CAI system is presented to show the impact of CAI on a student. Using the work of Dr. Patrick Suppes at Stanford University and that of the Learning Research and Development Center as primary examples, the instructional strategies of drill-and-practice systems are differentiated from those of tutorial systems. Other modes of CAI, such as simulations and interactive laboratories, are briefly described. Aspects of instructional strategies are considered which bear on the design of CAI lessons. The future of CAI is projected, with special reference to technical problems and curriculum design. (JY)

ED 049 615 EM 008 862

Makhoul, John I.

Speaker-Machine Interaction in Automatic Speech Recognition. Technical Report.

Massachusetts Inst. of Tech., Cambridge. Research Lab. of Electronics.

Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.

Report No.—AD-718-255; TR-480

Pub Date Dec 70

Note—120p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-718 255, MF \$3.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Acoustic Phonetics, Algorithms, *Artificial Intelligence, Auditory Discrimination, Aural Stimuli, Distinctive Features, Feasibility Studies, Linguistic Patterns, Linguistics, *Man Machine Systems, Performance, *Recognition, Spectrograms, *Speech, Transformations (Mathematics), Vocabulary

Identifiers—*Fouriers Transform

The feasibility and limitations of speaker adaptation in improving the performance of a "fixed" (speaker-independent) automatic speech recognition system were examined. A fixed vocabulary of 55 syllables is used in the recognition system which contains 11 stops and fricatives and five tense vowels. The results of an experiment on speaker adaptation showed that adult speakers can learn to change their articulations to improve recognition scores and that the adaptation can be achieved in a relatively short time. Several types of articulation change were found useful, including lip rounding, diphthongization, deliberate efforts at voicing and/or friction. Errors between nonlabials were the most difficult to correct by articulation changes. The recognition is based on the extraction of several acoustic features from the speech signal. This is accomplished by a hierarchy of decisions made on carefully selected parameters that are computed from a spectral description of the speech signal. (Author/MT)

ED 049 616 EM 008 863

Stewart, John Christopher

RASCAL: A Rudimentary Adaptive System for Computer-Aided Learning.

Naval Postgraduate School, Monterey, Calif.

Report No.—AD-718-309

Pub Date Dec 70

Note—152p.; Thesis submitted to the Naval Postgraduate School

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-718 309, MF \$3.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Branching, *Computer Assisted Instruction, Computer Programs, Individualized Instruction, Interaction, Optional Branching, *Programming, Teacher Responsibility, *Teacher Role, Teaching Methods, Teaching Techniques

Both the background of computer-assisted instruction (CAI) systems in general and the requirements of a computer-aided learning system which would be a reasonable assistant to a teacher are discussed. RASCAL (Rudimentary Adaptive System for Computer-Aided Learning) is a first attempt at defining a CAI system which would individualize the learning environment by identifying the proper roles of the teacher and the computer. RASCAL replaces the prepared set of frames that is at the core of many CAI systems with a "tree structure" which approximates the steps a teacher would follow in assisting a student in the solution of a problem. The branches of the tree are interactively constructed, either by the teacher or by the computer, from a broad set of alternatives defined by the teacher. The computer must generate problems for the student, decide when the student is ready to proceed to more difficult concepts, present instruction frames or review material, manage and manipulate files, and identify problem areas for the teacher. The teacher must tell the computer the student's present state of advancement and capability, specify the type of problems to be presented to the student, and construct the branches to be followed in assisting the student to answer the problem. (JY)

ED 049 617

EM 008 864

Von Foerster, Heinz

Toward Direct Access Intelligence Systems.

Illinois Univ., Urbana. Biological Computer Lab.

Spons Agency—Air Force Office of Scientific Research, Washington, D.C.

Report No.—AD-718-062

Pub Date Dec 70

Note—27p.; Interim Technical Report, 31 May-31 Dec 1970

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-718 062, MF \$3.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, Algorithms, *Artificial Intelligence, Automatic Indexing, Automation, Cognitive Processes, Computational Linguistics, Computers, *Data Bases, Deep Structure, *Information Retrieval, Information Storage, *Man Machine Systems, Programming, Semantics, Transformation Generative Grammar

Two accomplishments have increased the feasibility of taking preparatory steps for the construction of machine intelligence systems which can acquire knowledge about facts or descriptions of facts through man-machine dialogue in the user's natural language. One is a better understanding of the relationship between perception, language, and behavior. It appears that an organism's perceptive system and its motor system are interdependent. The other accomplishment is a step toward the solution of the problem of machine representation of a relational data structure. The HIRWON algorithm has achieved an extension of the capacity previously available for machine deduction based directly upon semantic relational modes, as distinguished from procedures based directly upon formulations in a mathematical notation. As a consequence, it is proposed that research and development studies continue in order to provide conceptual, theoretical, and technological foundations for a direct access intelligence system for information storage and retrieval. A bibliography cites the publications which discuss more fully each of the findings summarized in the report. (JY)

ED 049 618

EM 008 865

Bushey, William Edward

GAMMON: An Approach to the Concept of Strategy in Game-Playing Programs.

Naval Postgraduate School, Monterey, Calif.

Report No.—AD-718 340

Pub Date Dec 70

Note—141p.; Thesis submitted to the Naval Postgraduate School

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-718 340, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Artificial Intelligence, *Computer Programs, *Computers, *Decision Making, *Deductive Methods, *Games, *Game Theory, *Logic, *Probability, *Problem Solving, *Programming

Identifiers—Backgammon, *Gammon

In order to investigate the use of strategies in a game-playing computer program, "Gammon," a computer program that plays Backgammon, was developed. It focuses on the play of a given strategy, as well as the process of strategy selection, and examines the concept of strategy as an integrating and driving force in the play of a game. A "strategy" is defined and implemented as a set of tactics where each tactic is a specific feature of play. Moves are generated and evaluated on the basis of the degree to which they accomplish the objectives of the tactics making up the current strategy. Strategies are selected and changed during the course of a game by heuristic analysis of the current game situation. Deductive learning mechanisms are employed to improve the program's performance against both human and machine opponents. In general, the validity of the strategy concept developed for Gammon was verified by the performance of the program. The strategy concept was satisfactory in terms of the long-range or overall character of the play, but inadequate with respect to recognizing and exploiting critical short-range (existent over the span of a few moves) objectives. A list of Gammon tactics, a sample strategy set, a description of the program's modules, and a sample computer game are included. (Author/MT)

ED 049 619 EM 008 866

Anderson, James A.

An Analysis of the Methodologies Used in Media Credibility Study Or: "The Medium They Believe Depends on the Question You Ask."

Ohio Univ., Athens.

Pub Date Apr 71

Note—9p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, Intermedia Differences, *Mass Media, *Media Research, Newspapers, Radio, Research Criteria, *Research Design, *Research Methodology, *Surveys, Television, Television Research, Television Surveys, Use Studies

Past studies of media credibility have yielded contradictory results. In some research, television has the most credibility, while in others, radio or newspapers have the most. A probable reason for this is the way survey questions are phrased. In asking for a "major source of news," some questions focus on the "most likely medium" for news in general, others on the "most likely medium" for a specific news story, and others ask for the responder's "most frequent choice" of medium. Because these phrases vary and because questions are offered in a forced-choice format, inconsistent results occur. A multivariate approach to the questions of credibility and usage is, therefore, preferable. The approach should be concerned not only with the characteristics of the individual, but also with the characteristics of the information presented and the particular characteristics of the specific newspapers, television stations, or radio stations which the individual uses as the basis for his general judgments concerning newspapers, television and radio. (JK)

ED 049 620 88 EM 008 867

Connolly, John A.

A Computer-Based Instructional Management System: The Connell Approach.

American Institutes for Research, Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 70

Note—47p.; Interim Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Curriculum Design, Curriculum Development, *Individualized Curriculum, *Individualized Instruction, Instructional Design, *Management Systems, Measurement Techniques, Research Opportunities, Student Evaluation

Identifiers—Center Individually Prescribed Learning Activities, Conwell Middle Magnet School

A prototype computer-based instructional management system is described which is designed to individualize instruction in an ongoing school situation. The prototype consists of three basic components: a set of instruments and techniques for assessing student needs, a bank of curriculum packets related to assessed needs, and a computer-based system for relating individual needs to available curriculum options. The student evaluation system consists of terminal measures, diagnostic tests, measures of learner characteristics, and progress tests. Curriculum packets are coded in nine ways to provide a practical basis for structuring the learning experiences of students and still allow considerable flexibility for changes and the addition of new material. A computer matching system prescribes an individualized learning path for each student by matching the student's assessment file to the curriculum catalog. In addition to instructional management, the system can also assist in research and evaluation and in administrative management. The prototype has been used at the Center for Individually Prescribed Learning Activities at Conwell Middle Magnet School in Philadelphia. A discussion of their experience in using the system demonstrates its potential for solving educational problems. (JY)

ED 049 621 EM 008 868

Tickton, Sidney G., Ed.

To Improve Learning: An Evaluation of Instructional Technology, Volume II. Part Three, Instructional Technology: Theories and General Applications. Part Four: Instructional Technology: Practical Considerations. Part Five: Instructional Technology: Implications for Business and Industry. Part Six: Instructional Technology: Economic Evaluations.

Academy for Educational Development, Inc., Washington, D.C.

Pub Date Apr 71

Note—1,095p.; See also Volume I, ED 043 240

Available from—R. R. Bowker Co., 1180 Avenue of the Americas, New York, N.Y. 10036 (\$22.95)

Document Not Available from EDRS.

Descriptors—Administration, *Administrative Organization, Books, Budgeting, Business, *Cost Effectiveness, Curriculum Development, Disadvantaged Groups, Educational Needs, Educational Philosophy, *Educational Planning, Educational Practice, Educational Technology, Evaluation, Industry, Innovation, Instructional Media, *Instructional Technology, Measurement, Media Technology, Resource Allocations, *Systems Analysis, Teaching, Technological Advancement, Vocational Education

Identifiers—*Commission on Instructional Technology

Sterling M. McMurrin, Chairman of the Commission on Instructional Technology, introduces this volume with a description of the Commission's work to date and a discussion of the relationship of technology to education. The following 91 papers comprise the remainder of the state-of-the-art papers submitted as working papers to the Commission. For the text of the Commission report and the first section of papers refer to ED 043 240. The first 30 papers in the volume present general theories of instructional technology and suggest broad applications of technological concepts to education. The authors approach the subject from such disciplines as systems analysis, communications, behavioral science, and philosophy. The impact of instructional technology on such areas of education as the teaching profession, school administration, the future of books, disadvantaged students, measurement and evaluation techniques, and vocational education is examined in a group of 43 papers. The next 10 papers represent attempts to discern the implication of instructional technology for business and industry. Finally, the effect of cost-benefit analysis on budgeting for instructional technology is examined in the last group of papers. A subject index is provided. (JY)

ED 049 622 EM 008 869

Rich, Andrea L. Ogawa, Dennis M.

A Model of Intercultural and Interracial Communication.

California Univ., Los Angeles; Hawaii Univ., Honolulu.

Pub Date Apr 71

Note—22p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 21-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Conflict, Cultural Exchange, *Culture Conflict, Culture Contact, *Ethnic Groups, Human Relations, Information Theory, Interaction, Intercommunication, *Intergroup Relations, *Models, Race, Race Relations, Racial Attitudes, Social Problems, World Problems

Certain definitions and theoretical structures, accompanied by Venn diagrams, are used to distinguish several dimensions of international and interracial communication. International communication occurs on a political level between representatives of nations. Intercultural communication is communication between individuals of different cultures with no previous colonial relationship. Contracultural communication occurs between individuals of different cultures where one culture has superimposed its values upon the other and created a dominant/submissive relationship. Interracial communication (for example, between whites and non-whites in the United States) has non-whites occupying a marginal position in the society and thereby introducing resentment and strain into the interaction. Interethnic communication occurs between members of various non-white groups who have shared the experience of being a racial minority in a white-dominated structure. Other dimensions considered in the model include economic class stratification and the multi-ethnic composition of the white power structure, both of which complicate the possibilities for interracial communication. The purpose of the model is to describe communication as it exists which may allow a diagnosis of the causes of communication breakdown among groups. (Author/JK)

ED 049 623 EM 008 870

Borden, George A.

Aspects of a Natural Language Based Artificial Intelligence System Report Number Seven: Language and the Structure of Knowledge.

Pennsylvania State Univ., University Park.

Pub Date Apr 71

Note—15p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Artificial Intelligence, Association (Psychological), Computational Linguistics, *Computer Programs, Concept Formation, *Conceptual Schemes, Input Output Analysis, Learning, Linguistic Theory, Programming, *Psychophysiology, Semantics, *Thought Processes, Verbal Stimuli

ARIS is an artificial intelligence system which uses the English language to learn, understand, and communicate. The system attempts to simulate the psychoneurological processes which enable man to communicate verbally. It uses a modified stratificational grammar model and is being programmed in PL/I (a programming language) for an IBM 360/67 computer. In its present state of development, ARIS uses a crude simulator of verbal communication similar to Weizenbaum's ELIZA program. From this base an attempt will be made to develop a concept network having human-like characteristics. The stratification model will be extended to the concept strata, using Piaget's developmental theories regarding the dynamic nature of knowledge. The two necessary characteristics for the structure of knowledge—hierarchical and dynamic relationships—will then be the natural consequences of the resulting network. (Author/JY)

ED 049 624 EM 008 871

Workshop of the Experimental Project on Programmed Instruction in Asia. Final Report.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Jul 70

Note—50p.; UNESCO Workshop proceedings (Tokyo and Osaka, Japan, February 12-March 14, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, Conference Reports, Developed Nations, *Developing Nations, *Educational Needs, Educational Technology, Financial Problems, *Government Role, International Organizations, International

Programs, Material Development, National Programs, *Programed Instruction, Teacher Education, *Workshops
 Identifiers—*Asia, Japan, UNESCO, United Nations Educational Scientific Cultural Org

The present situation and future trends of programed learning in Ceylon, Republic of China, India, Indonesia, Japan, Republic of Korea, Malaysia, Pakistan, Philippines, Singapore, Thailand, and Republic of Viet-Nam are described by the Workshop participants. Some of the unique features of programed learning are examined with respect to the specific needs of the developing nations of Asia. Data obtained from a questionnaire circulated at the workshop is summarized giving the participants' views concerning the general problems of utilizing programed instruction in their respective countries. Suggestions are offered to assist the Asian nations in introducing programed instruction, training producers and users, identifying priority subject areas, developing needed hardware and software, producing programed materials, conducting research, and disseminating information. The role of national governments and the United Nations Educational Scientific and Cultural Organization (UNESCO) in fostering the cause of programed instruction is discussed. Plans for the future include establishing a consulting committee for UNESCO, grouping interested countries for cooperative programs, and offering training courses. (JY)

ED 049 625 EM 008 872

Audio-Visual Aids and Technology in Japan 1970.
 Japan Audio-Visual Education Association,
 Tokyo.

Pub Date 70

Note—58p.; AVE in Japan, Number Eight

Available from—Japan Audio-Visual Education Association, 26 Nishikubo Sakuragawa-cho, Shiba, Minato-ku, Tokyo 105, Japan

Document Not Available from EDRS.

Descriptors—Audio Equipment, *Audiovisual Aids, *Audiovisual Instruction, Audiovisual Programs, Autoinstructional Aids, Charts, Educational Equipment, Educational Radio, *Educational Status Comparison, Films, Filmstrips, Instructional Films, Maps, *Media Research, Programed Instruction, Projection Equipment, *Public Education, Public Schools, School Organization, Slides, Tape Recordings, Television, Transparencies, Video Tape Recordings

Identifiers—*Japan

Intended to describe how audiovisual teaching materials and new techniques are presently used for educational purposes in Japan, this booklet first provides an outline of the current status and structure of Japanese public education. The status of other types of education outside of the public school system is also covered briefly. An overview of the development and use of various audiovisual aids includes a listing of the research groups and organizations involved in some aspect of audiovisual education. The production, distribution, equipment, and applications of the various audiovisual devices used in Japanese schools are discussed. Among these devices are slides, filmstrips, maps, charts, records and tape recordings, radio, television, and films. Finally, two case studies of advanced experimental projects present the types of programed instruction and teaching systems being developed for school use. (MT)

ED 049 626 EM 008 873

Rivers, William L. And Others

The Mass Media and Modern Society. Second Edition.

Pub Date Apr 71

Note—384p.

Available from—Rinehart Press, Box 34024, San Francisco, California 94134 (\$8.95)

Document Not Available from EDRS.

Descriptors—American History, *Broadcast Industry, Communications, *Economic Factors, Films, Government Role, Historical Reviews, Information Dissemination, Intellectual Experience, Journalism, *Mass Media, Media Technology, News Media, Newspapers, *Political Influences, Publications, Radio, Social Environment, *Social Factors, Sociocultural Patterns, Television

The focus throughout this second edition is on the 1970's and the impact of mass communication on contemporary society. Analyzing the ways in which communication affects and is, in turn, affected by society, the book examines the social,

economic, and intellectual environments in which the media operate. Two intellectual factors which have had the most effect on American media—libertarianism and social responsibility—are explored in detail. The authors take a historical viewpoint in discussing the relationship between government and the media, the effect of economic factors on the structure of the communication industry, and the various roles (informer, interpreter, persuader, and entertainer) performed by the media. For example, the present conflict between the President and the press is seen against a background of the relations between Presidents and the press since the time of Franklin Roosevelt. In describing the audiences of various media, the authors review the sociological factors involved in media choice. They predict the effect of the communication revolution on mass media and on communications patterns. (JY)

ED 049 627 24 EM 008 874

Smidchens, Uldis Roth, Rod

Michigan-Ohio Regional Educational Laboratory's Computerized Interaction Analysis Project.
 Michigan-Ohio Regional Educational Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No—BR-6-1465

Pub Date Jul 68

Contract—OEC-3-7-061465-3071

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Computer Programs, Data Processing, Electromechanical Aids, Electronic Equipment, *Feedback, Input Output Devices, Inservice Teacher Education, Interaction, *Interaction Process Analysis, *Statistical Analysis, Teacher Behavior

A computerized system is described which assists in collecting and processing interaction analysis data. This type of data can be a valuable source of feedback in such situations as a teachers' inservice training program. In this approach, observed behaviors are classified into one or more of 10 different categories, and a digit is assigned to describe each category. An observer uses a touch telephone data set to transmit the appropriate number code for each behavior directly to the computer. The computer analyzes this data and provides feedback to the observer in the following forms: a sequential tally of each code used, an interaction analysis frequency matrix, an interaction analysis relative-frequency matrix, a redefinition of categories, and a value for several variables derived from the frequency matrix. Examples of coding systems which have been used in "live" classroom situations are considered. Several possible applications of the data collection method to answer questions about classroom behavior are suggested. For example, a teacher might want to know whether or not he uses student ideas immediately after a student has commented or the extent to which he involves each student in discussion. Examples of a consultant's interaction with the system and cost estimates are included. (JY/MT)

ED 049 628 EM 008 875

Johnson, Raymond L. And Others

Four Masculine Styles in Television Programming: A Study of the Viewing Preferences of Adolescent Males.

American Institutes for Research, Silver Spring, Md.

Pub Date 22 Apr 71

Note—11p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Attitudes, Audiences, Commercial Television, *Identification (Psychological), *Individual Characteristics, Males, Negro Attitudes, Negro Youth, Personality Studies, Racial Characteristics, Self Concept, *Stereotypes, Television, *Television Research, Television Viewing

Since television programs portray a wide variety of masculine styles, this aspect of a program may become the most important feature for adolescent boys seeking information about ideal prototypes. The program preferences of a sample of 14-year-old boys, evenly divided between white and black and between aggressive and non-aggressive subjects, were studied. Non-aggressive

black watched shows featuring vulnerable males, who are weak and dependent on others for help. Aggressive black viewers preferred programs starring tactical males, who are adept problem solvers but whose underdog positions require them to use strategy and surprise instead of force and coercion. Non-aggressive whites liked programs about protective males and their capacity to fill a woman's place in the family. Aggressive whites like forceful male heroes, men whose position allows them to compel others to comply with them or whose characters are so strong that they determine their own lives. These programs, then, both reflect and perpetuate mass culture stereotypes of masculine roles. A boy's choice of programs helps reinforce the viability of one of these styles as a model for his own manhood. (JK)

ED 049 629 EM 008 876

Newspapers on Microfilm. Catalog and Price List 1971, 25th Anniversary Edition.

Pub Date 71

Note—130p.

Available from—The Micropublishers, Micro Photo Division, Bell & Howell, Old Mansfield Road, Wooster, Ohio 44691

Document Not Available from EDRS.

Descriptors—American History, Asian History, Black Community, *Catalogs, Civil War (United States), *Foreign Language Periodicals, *Microfilm, *Newspapers, United States History

Over 5500 current and backfile titles of American, foreign, and Black community newspapers that may be purchased on 35mm. roll microfilm are indexed in this catalog. Historical annotations are provided for selected American, Asian, and other foreign newspapers as well as for collections which focus on areas of special interest: early America, the Civil War, Dow Jones publications, the Black community, underground newspapers, The Village Voice, and a representative sample of press coverage of the assassination of John F. Kennedy and the flight of Apollo 11. Full-size paper facsimiles of individual newspaper pages are also available. (JY)

ED 049 630 EM 008 877

Carbonell, Jaime R. Collins, Allan M.

Mixed-Initiative Systems for Training and Decision-Aid Applications.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.

Spons Agency—Air Force Electronic Systems Div. L.G. Hanscom Field, Mass.

Report No—AD-718-977

Pub Date Nov 70

Note—133p.; Final Report, 1 July 1969-31 August 1970

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-718 977, MF \$9.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Artificial Intelligence, *Computer Assisted Instruction, Computer Programs, Conceptual Schemes, Decision Making, English, *Interaction, Intermode Differences, *Man Machine Systems, Programming Languages, Semantics, Teaching Methods, *Training Techniques

Identifiers—*SCHOLAR System

SCHOLAR is a computer-assisted instruction (CAI) system which is capable of true man-computer dialog. Using a subset of English, the system is capable of generating questions, answering questions, analyzing responses, and producing subsequent actions. SCHOLAR has a data base that is a complex but well defined information structure in the form of a "semantic network" of facts, concepts, and procedures. The system does not anticipate conversational items, but interprets and answers questions in terms of the data base. This report describes SCHOLAR, covers the theory supporting it and its implementation, and compares it with other CAI systems. Technical discussions are provided of the "semantic network," the natural language communication system, and other unique features of the system. The present implementation of the SCHOLAR system for a verbally oriented training program is discussed in detail. Actual on-line protocols from a geography lesson on South America are used to illustrate the main features of SCHOLAR. Some of the pedagogical and artificial intelligence questions considered in developing SCHOLAR are examined. (JY)

ED 049 631 EM 008 878

Bair, James H.

Human Information Processing in Man-Computer Systems.

Rome Air Development Center, Griffiss AFB, N.Y.

Pub Date Apr 71

Note—26p.; Paper presented at the International Communication Association Annual Conference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, Communication Problems, Computers, Conceptual Schemes, Creative Thinking, *Human Engineering, *Information Processing, *Information Theory, Input Output Analysis, *Man Machine Systems, Mediation Theory, Stimulus Behavior, Stimulus Generalization, Systems Analysis, Systems Approach, Thought Processes

In man-computer communication, the computer responds only as it is programmed to respond. A human's response is more complicated because it depends on the "pre-programmed" ways that humans process information. The three functions a man performs on received information are conservation (in which messages are retained whole), reduction (in which messages are condensed), and creation. Each of these functions subsumes several more specific functions labeled transforms. These transforms or sub-functions are described and quantitative measures assigned to them where possible. The area of information conservation includes discussions of short-term memory, veridical memory span, chunking, and proactive inhibition. Transforms relating to reduction are filtering, condensation, and contingent. Information creation involves a one to many mapping of stimuli resulting in output being greater than input. The purpose of the taxonomy and of further research in human information processing is to provide a framework for predicting the speed and efficiency of the performance of various tasks. Such a framework could benefit both the designer of computer software by making possible the generalization of task requirements and the researcher in defining and delineating domains to which his data is applicable. (JK/MT)

ED 049 632 EM 008 879**National Center for Audio Tapes 1971 Catalog Supplement.**

Colorado Univ., Boulder. National Center for Audio Tapes.

Pub Date 71

Note—46p.

Available from—University of Colorado, National Center for Audio Tapes, Stadium Building, Boulder, Colorado 80302 (\$1.00)

Document Not Available from EDRS.

Descriptors—Agriculture, Anthropology, Art, *Audiovisual Aids, Biological Sciences, Business Education, *Catalogs, Economics, Engineering, Health Education, History, Language Arts, Literature, Music, Physical Education, Physical Sciences, Social Sciences, Social Studies, *Tape Recordings, Teacher Education

About 600 audio tapes are cataloged in this supplement to the 1970-71 catalog (ED 038 854). The catalog is organized in three sections. The subject index, based on the Library of Congress subject area classification scheme, includes these categories: art, education, languages and literature, mathematics, physical education and recreation, science, social science, and vocational-technical. Each category is subdivided into school subjects. The second section, a descriptive listing arranged numerically by stock numbers, includes a one- or two-sentence description of each tape or series of tapes. The listing indicates the grade level where the programs may be used most effectively, and tapes for the primary, intermediate, junior high, senior high, college, and adult levels are covered. Also included are running times and ordering information. The third section lists the tapes and series alphabetically by title. (JK)

ED 049 633 EM 008 880

Hazzett, C. B.

MEDSIRCH: A Computerized System for the Retrieval of Multiple Choice Items.

Alberta Univ., Edmonton. Dept. of Educational Administration.; Royal Coll. of Physicians and Surgeons, Ottawa (Ontario).

Report No.—EDRS-3-70

Pub Date Aug 70

Note—72p.; Research and Information Report
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Oriented Programs, *Computer Programs, Coordinate Indexes, Costs, Data Bases, *Information Retrieval, Information Storage, *Medical Education, *Multiple Choice Tests, Search Strategies, *Test Construction

Identifiers—*Medical Search, Medsich

Medsich (Medical Search) is an information retrieval system designed to aid in preparing examinations for medical students. There are two versions of the system: a sequential access file suitable for shallow indexing with a broad choice of search terms and a random direct access file for deep indexing with a restricted range of choices for search items. A user who knows exactly which items he wants may retrieve them by providing a list of the appropriate item identification numbers. If a user knows only the characteristics of the items he wants, he must submit a coded profile outlining the search restrictions that should and/or should not be met by the retrieved items. A thesaurus lists the coded variables and values which describe each item: medical subspecialty, type of question (single or multiple answer), taxonomic level (factual, comprehension, or problem solving), difficulty level, last year question was used, etc. The profiling or structuring procedure for search requests is detailed. Results from the use of random and sequential versions of the system are presented in order to document a comparison of the two methods. An expanded presentation of this system appears in the author's unpublished master's thesis. (JY)

ED 049 634 EM 008 881

Friend, Jamesine

INSTRUCT Coders' Manual.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—DH-172

Pub Date 1 May 71

Grant—OEG-0-70-4797(607)

Note—111p.; Psychology Series

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Curriculum Development, *Manuals, Programming, *Programming Languages

Identifiers—*INSTRUCT (Coding Language)

The coding language INSTRUCT is a high-level programming language designed for programming computer-assisted instruction lessons. As it is presently implemented on the PDP-10 computer, a "lesson processor" transforms the INSTRUCT lessons into a numeric code that can be understood by a teaching program called INST. INST controls the interaction between the student and the computer at the time the student is taking a programmed lesson. The main steps in preparing an INSTRUCT lesson are: coding the lesson, assembling the lesson, correcting assembly errors, reassembling, loading, and debugging. This manual is designed both as an instructional manual for beginning coders and as a reference manual for the INSTRUCT coding language. It provides an overview of the language, a definition of the INSTRUCT commands, directions for processing and debugging INSTRUCT lessons, and instructions for advanced coding techniques which expand the routines available from the INST program. (JY)

ED 049 635 EM 008 882

Bush, Chilton R., Comp.

News Research for Better Newspapers, Volume Five.

American Newspaper Publishers Association Foundation, New York, N.Y.

Pub Date Mar 71

Note—154p.

Available from—American Newspaper Publishers Association Foundation, 750 Third Avenue, New York, N.Y. 10017 (\$3.00)

Document Not Available from EDRS.

Descriptors—Attitudes, *Audiences, Commercial Television, Comparative Analysis, Journalism, *Media Research, *News Media, *Newspapers, Opinions, *Press Opinion, Problem Children, Public Opinion, Radio, Surveys, Teenagers, Television, Use Studies

The findings of research studies that come from a variety of sources and concern newspapers, some aspects of television news, and

news media audiences are summarized briefly. Among the topics are audience characteristics, content of stories, readership, headlines and makeup, editorial policy, and editorial administration and personnel. Most of the studies are surveys. Some compare newspapers and other media, particularly television. Among the most frequent topics are ascertaining how much readers know about current news subjects, determining teenagers' use of newspapers and television news programs, and learning how much exposure blacks have to news stories. One study suggests that newspapers may be better than textbooks for teaching problem students. Another reveals that only three out of eight teenagers watch television newscasts. The sections reporting research dealing with credibility, the responsibilities of newspapers, and the characteristics (primarily attitudes) of newsmen are new to this fifth volume and reflect recent changes in the direction of news research. (JK)

ED 049 636 EM 008 883**Educational Research: European Survey 1970. Volume I: United Kingdom, Sweden.**

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Mar 71

Note—162p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Education, Educational Policy, *Educational Research, Educational Researchers, International Organizations, National Organizations, *National Surveys, Policy Formation, Research Coordinating Units, Research Directors, *Research Projects, *Research Reviews (Publications), Surveys

Identifiers—England, Northern Ireland, Scotland, *Sweden, *United Kingdom, Wales

Under the guidance of the Council of Europe's ad hoc Committee for Educational Research, a second survey of the educational research policy, principal educational research organizations, and major educational research projects of member countries has been completed. To facilitate comparison with the 1968 survey, a similar questionnaire was used. This volume is devoted to educational research in the United Kingdom and in Sweden. A review of the educational research policy in each of these countries describes the agencies which promote educational research, their financial status, and the methods they use for decision making and information dissemination. Organizations which conduct educational research are listed along with their address, chairman, a historical background, and a report of their current status and program. A directory of current research projects for each country gives the title of the project, the principal researcher, sponsoring organization, and purpose. The directory of Swedish projects also lists their procedures, results, and references. Some of the research topics are: permanence of learning of pupils at school-leaving age, teaching chemistry in universities, tutorial schools, comparative analyses of goals and instructional processes in school systems, reading disabilities, computer-assisted learning systems, and programed instruction. (JY)

ED 049 637 EM 008 884**Schools and Cable Television.**

National Education Association, Washington, D.C. Educational Technology Div.

Pub Date 71

Note—66p.

Available from—NEA, Publications-Sales Section, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Order No. 381-11968, \$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Broadcast Industry, *Cable Television, Community Antennas, *Community Planning, Community Support, Educational Planning, *Educational Television, *Estimated Costs, Interagency Cooperation, Interdistrict Policies, Media Technology, *Policy Formation, Public Policy, Public Television, Regional Planning, School Community Cooperation, School Policy, Telecommunication

The papers gathered here are designed to provide a foundation of background information for those charged with the responsibility of formulating school district goals regarding cable television (CATV) and of obtaining the necessary cooperation from the local CATV franchise operators to reach these goals. The position of the National

Education Association, which seeks to have 20 percent of all CATV channels reserved for educational purposes, is presented. Cable television is described both from a historical and technical viewpoint. Suggestions for obtaining CATV channels for school use include ideas for working both with city governments and with franchise operators. The cost of various CATV services is estimated, and the future of cable communications is projected, emphasizing the potential of its unique technical features for solving educational problems. A case study describes the efforts of a New York community group to obtain educational provisions in a CATV franchise. A list of requirements formulates the necessary franchise stipulations which will protect the interests of public education. Sample contracts, a glossary, and a bibliography are included as supplementary information. (JY)

ED 049 638 EM 008 885

Brock, John F. McCutcheon, Richard E., Jr.

An Experimental Evaluation of an Audio Tape Learning Program for Shipboard Damage Control Central Sound Powered Telephone Talker Procedures. Final Report.

Naval Personnel Research Activity, San Diego, Calif.

Spans Agency—Office of the Chief of Naval Personnel, Washington, D.C.

Report No.—AD-719-900

Pub Date Feb 71

Note—19p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-719 900, MF \$3.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Instruction, *Aural Learning, *Military Training, Optional Branching, *Programed Instruction, Tape Recorders, *Tape Recordings, Teaching Machines, *Training Techniques, Verbal Learning

Identifiers—Audio Notebook

In the event of an emergency aboard a vessel, the sound powered telephone talkers have the responsibility of receiving damage reports from various portions of the ship, logging them, and passing them on to a Damage Control Assistant (DCA) who then can direct the damage control procedures. The talker must not only be thoroughly familiar with sound powered telephone procedures, but must also be familiar with the predesignated symbology for reporting the type of damage which has occurred. In order to train enlisted personnel in sound powered telephone procedures and logging damage reports for the DCA, a programed instruction audio tape was developed. The audio tape was used with the "Audio Notebook," a miniaturized, multitrack tape recorder which provides volume storage and selective playback for learning and practice of subject matter. When this program was used aboard ship, all students were able to qualify. When the program was used with 60 students fresh from recruit training, their improvement was also statistically significant. (JY)

ED 049 639 EM 008 886

Ballou, Hubbard W., Ed.

1970 Supplement to the Guide to Microreproduction Equipment.

National Microfilm Association, Silver Spring, Md.

Pub Date 70

Note—247p.; Fourth edition

Available from—National Microfilm Association, Suite 1101, 8727 Colesville Road, Silver Spring, Maryland 20910 (\$8.50)

Document Not Available from EDRS.

Descriptors—*Catalogs, Computer Output Microfilm, *Equipment, Equipment Manufacturers, *Library Equipment, *Microform Reader Printers, *Microform Readers, Microforms, Projection Equipment, Reprography, Resource Guides, Specifications

The time period covered by this guide runs from the end of 1968 to the middle of 1970. Microreproduction cameras, microform readers, reader/printers, processors, contact printers, computer output microfilm equipment, and other special microform equipment and accessories produced during this time span are listed. Most of the equipment is domestic, although a few foreign models available from United States distributors are also covered. Information about each model includes its manufacturer, distributor, price, and

model number. A complete description of relevant technical information and a photograph are also provided. A correction sheet updates the information about 120 items that appeared in the 4th edition. The names and addresses of manufacturers and distributors are appended. (JY)

ED 049 640

Ross, T. J.

Film and the Liberal Arts.

Pub Date 70

Note—419p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$4.95)

Document Not Available from EDRS.

Descriptors—Analytical Criticism, Composition (Literary), Cultural Images, *Essays, Films, *Film Study, *Liberal Arts, *Literary Perspective, Literature, Musical Composition, Novels, Poetry, Rhetoric, Scripts, Sociocultural Patterns, Sociology, *Sound Films, Stereotypes, Visual Arts

The essays in this book explore the relationship between films and some of the liberal arts. The first set of essays revolves around the topic of films and rhetoric. They describe the special language of films and its unique mode of communication. A second group of essays deals with films and literature and includes discussions on writing for films and on transforming existing literary works into films. Two brief sections examine the elements films share with art and with music. In-depth examinations of such standard film characters as the gangster, the cowboy, and the negro servant are among the essays which explore film's response to, and presentation of, social styles and values. An interview with the director Antonioni, a statement by filmmaker Luis Buñuel, and a criticism of the film "It's A Mad, Mad, Mad, Mad World" are among the essays devoted to films and esthetics. A lengthy survey of the development of film into an art form concludes the collection. Each essay is followed by several suggested exercises. An annotated list of films that are related to each section topic and a list of the companies through which they may be obtained are appended. (JY)

ED 049 641

Guide to Free-Loan Training Films (16mm).

Pub Date 70

Note—205p.; First edition

Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305 (\$5.95)

Document Not Available from EDRS.

Descriptors—Business Education, Career Planning, *Films, Industrial Arts, *Industrial Education, *Instructional Films, Job Training, Office Management, *Resource Guides, *Vocational Education

Synopses are provided for over 1,950 16 millimeter films available for public, non-profit exhibition on a free loan basis. Most of the films pertain to vocational education, industrial arts, safety, or office management. The films are listed alphabetically by title under a subject heading; these headings cover a broad range of specific subjects, such as driver education, business practices, data processing, industrial arts, first-aid, and career guidance. Each entry includes the title, running time, a descriptive paragraph, and a source code and tells whether the film is in black and white or color. An alphabetical title index is provided. The key to the source code gives the names and addresses of both home and regional offices of films suppliers. (JY)

ED 049 642

Guide to Military-Loan Film (16mm).

Pub Date 69

Note—148p.; First edition

Available from—Serina Press, 70 Kennedy Street, Alexandria, Virginia 22305 (\$4.95)

Document Not Available from EDRS.

Descriptors—Aerospace Technology, American History, Community Relations, Engineering, Federal Government, *Films, Instructional Films, *Military Organizations, Military Training, *Resource Guides, Vocational Education

Over 1,400 16 millimeter films are listed which are available from United States military organizations. They are free of charge for public, non-profit exhibition and cover a widely diverse range of subjects including vocational education, military history, industrial safety, transportation, and public works. The guide lists these films in

sequence by their series number under each issuing organization: Army, Navy, Marine Corps, Air Force, and Army Corps of Engineers. For each film the guide provides the series number, title, running time, date of issue, and a brief synopsis. It also tells whether the film is in black and white or color, whether it may be used on television or for theatrical purposes, and notes if the film is available for purchase. An alphabetical title index, a subject index, and the names and addresses of regional supply offices of each issuing organization are also included in the guide. (JY)

ED 049 643

Haavelsrud, Magnus

Learning Resources in the Formation of International Orientations.

Washington Univ., Seattle. Coll. of Education.

Pub Date 71

Note—25p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Philadelphia, Pennsylvania, March 23, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Beliefs, Concept Formation, Family Influence, *High School Students, *Information Sources, *Mass Media, Newspapers, Parent Influence, Peer Groups, Periodicals, Political Attitudes, *Political Socialization, Questionnaires, Religious Factors, Social Influences, Teacher Influence, Television

Because of increased concern with political socialization, a study was designed to determine the sources high school students used in acquiring certain international orientations, specifically on peace and war. Subjects filled out a questionnaire on their beliefs and indicated what sources they thought had most influenced their thinking on these subjects. The primary media or sources for acquiring views on the concepts of war and peace, the causes and prevention of war, the morality of war, and the possibilities of avoiding war were identified by correlation. An overview of the results showed that the mass media, especially television, newspapers, and magazines, were most influential. Other sources, ranked from higher to lower in terms of influence, were: peer group, school experiences, family, and religion. The importance of a source differs according to whether concepts of war and peace, causes of war, prevention of war, or moral judgment of war is the orientation measured. (JK)

ED 049 644

Bierschenk, B.

Television as a Technical Aid in Education and in Educational and Psychological Research: A Bibliography (Continued). Didaktometry.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Report No.—R-29

Pub Date Apr 71

Note—29p.; Special-Topic Bulletin; see also ED 037 060

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Audiences, *Bibliographies, Colleges, *Doctoral Theses, Educational Television, Elementary Schools, *Instructional Television, Media Research, *Periodicals, Research Tools, Secondary Schools, Teacher Education, Televised Instruction, *Television Research, Universities

A supplementary survey of Dissertation Abstracts and other periodicals in English has resulted in this updated bibliography which covers material published since the original survey in 1968 (ED 037 060). Unlike the original survey, however, no German dissertations are listed. The works are divided into two categories: dissertations or other published material. Each category is further divided into subsections according to topics: instructional television (ITV) in elementary and high schools, ITV in colleges and universities, ITV in teacher training, television as a research instrument, attitudinal studies, educational television (ETV), television handbooks, and television surveys and bibliographies. Each entry provides the author, title, date of publication, and source. For documents available from University Microfilms or from ERIC, the appropriate ordering number is provided, although no further ordering information is given. An author index is included. (JY)

ED 049 645

Minker, Jack Sable, Jerome

Relational Data System Study. Final Report. 12 December 1969-12 June 1970.

EM 008 893

Auerbach Corp., Philadelphia, Pa.
Spans Agency—Rome Air Development Center,
Griffiss AFB, N.Y.
Report No.—AD-720-263
Pub Date Sep 70
Note—247p.

Available from—National Technical Information
Service, Springfield, Virginia 22151 (AD-720
263, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—Algorithms, *Artificial Intelligence,
*Computational Linguistics, Computer Pro-
grams, Computer Storage Devices, Content
Analysis, *Data Bases, Data Processing, Infor-
mation Retrieval, Information Storage, Logic,
Programming, *Research Reviews (Publications),
Semantics

A relational data system (RDS) is one that has
the capability not only to retrieve specific facts
but also the ability to deduce facts that are im-
plicit rather than explicit in the data base. The
study investigated the application of RDS
technology to intelligence data processing. RDS
technology and the nature of intelligence data
processing are both described in some detail.
Specific criteria for evaluating an RDS system in
an intelligence application are developed. RDS
technology is compared with that of conventional
data management. A detailed survey of eight ex-
perimental relational data systems is presented
which includes a critique of their capabilities with
respect to intelligence applications. Significant
conclusions are that there are still gaps in the
technology that must be filled before successful
applications to intelligence data processing
problems may be made and that there is very lit-
tle practical experience with the use of these
systems. (Author/JY)

ED 049 646 EM 008 894

Jones, Thomas L.
A Computer Model of Simple Forms of Learning.
Massachusetts Inst. of Tech., Cambridge.

Spans Agency—Department of Defense,
Washington, D.C. Advanced Research Projects
Agency.

Report No.—AD-720-337; MAC-TM-20
Pub Date Jan 71

Note—147p.; Thesis submitted to the School of
Electrical Engineering, Massachusetts Institute
of Technology

Available from—National Technical Information
Service, Springfield, Virginia 22151 (AD-720
337, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Artificial Intelligence, *Computer
Programs, Cybernetics, Eye Hand Coordina-
tion, Human Development, Learning Processes,
*Learning Theories, *Models, Motor Develop-
ment, Neurological Organization, *Simulation,
Stimulus Generalization

Identifiers—*Infant Simulator 1, INSIM1, Project
MAC

A basic unsolved problem in science is that of
understanding learning, the process by which
people and machines use their experience in a
situation to guide future action in similar situa-
tions. The ideas of Piaget, Pavlov, Hull, and other
learning theorists, as well as previous heuristic
programming models of human intelligence, stimu-
lated this attempt to achieve artificial intelligence
by building an "artificial infant" which would "grow
up" in much the same way as a human
child. A computer program called INSIM1 is
described which models simple forms of learning
analogous to the learning of a human infant dur-
ing the first few weeks of his life, such as learning
to suck his thumb and learning to perform ele-
mentary hand-eye coordination. The program
operates by discovering cause-effect relationships
and arranging them in a goal tree. For example, if
A causes B, and the program wants B, it will set
up A as a subgoal, and then work backward
along the chain of causation until it arrives at a
subgoal which can be reached directly. The core
of the learning program is an "experience driven
compiler" in which causality is detected by
statistical correlation. This work is discussed as it
relates to fundamental scientific issues, to other
research on learning, and other research on arti-
ficial intelligence. Some proposals for future
development are discussed at length. (JY)

ED 049 647 24 EM 008 898

Hill, Richard J.

Computer Assisted Feedback of Non-Intellectual
Factors as a Means of Improving Small Group
Instruction. Final Report.
Wisconsin Univ., Madison.

Spans Agency—Office of Education (DHEW),
Washington, D.C. Bureau of Research.

Bureau No.—BR-9-E-093

Pub Date Dec 70

Grant—OEG-5-9-595093-0058

Note—262p.; Thesis submitted to the University
of Wisconsin

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Communication (Thought
Transfer), *Computers, Decision Making Skills,
*Feedback, Group Behavior, *Group Dynam-
ics, Group Unity, Information Theory, Inter-
group Relations, Interpersonal Relationship,
*Intervention, Problem Solving, Psychological
Studies, *Small Group Instruction, Sociometric
Techniques

How feedback affects small-group processes
and group outcomes and how these outcomes
vary with computer-assisted or experimenter-
assisted modes of supplying feedback were in-
vestigated. Feedback theory was conceptualized
through a work-emotionality framework.
Theoretical constructs were operationalized
through the use of Boyd's three-channel mode of
communication. Experimental intervention
resulted in increased perception of openness in
the expression of feelings, increased interest in
problem solving, improved decision-making
procedures, and increased cooperation during ex-
perimentation. Groups that received feedback,
both computer and experimenter-assisted, showed
significant improvements in creativity and utiliza-
tion of group resources. Computer-assisted feed-
back groups had a better short-term perception
of improved cooperation and interest among
group members and a greater short-term im-
provement in perception of decision-making
procedures. In feedback groups work-emotionality
activity changed in directions opposite to feed-
back instructions, that is, toward increased incon-
gruency. Among the long-term effects observed
in computer-assisted feedback groups were a
decrease in perceived cooperation and a decrease
in perceived interest in problem solving during
post-experimental sessions. (Author/JY)

ED 049 648 24 EM 008 899

Durkin, Roderick

Involvement and Making Movies: A Study of the
Introduction of Movie Making to Poverty Boys.
Final Report.

Columbia Univ., New York, N.Y.

Spans Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-A-049

Pub Date May 70

Grant—OEG-1-9-080049-0007(010)

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Content Analysis, Correlation, *Dis-
advantaged Youth, *Educational Therapy,
*Film Production, Films, Individual Charac-
teristics, *Interest Research, Participant In-
volvement, Participant Satisfaction, Personality,
*Teaching Methods

Advocates of movie making believe that it pro-
vides a non-ethnocentric experience that is in-
herently engaging and relatively free from the
risk of failure. Disadvantaged teenage boys who
were attending two experimental summer work
camps participated in studies of two aspects of
movie making. The first study evaluated three dif-
ferent techniques for introducing movie making
to the boys. The techniques ranged from simply
making equipment and films available, to cursory
instruction in movie making, to a maximum in-
volvement situation with ongoing instruction,
planning sessions, contests, and the immediate
viewing of completed films. No significant dif-
ferences in quantity or quality of the films were
found among the presentations. The second study
attempted to find a correlation between the con-
tent of the movies and the attitudes, personality
traits, and behavior of the movie maker. Al-
though the number of movies taken and their
content were not found to be related to the per-
sonality of the individual movie maker, ratings of
the quality of the movies showed a tendency
toward such a relationship. This data would sug-
gest the need for caution in viewing claims for
the therapeutic value of movie making, however,
the success of movie making must be considered
in context as a possibly relevant and important
social situation. (JY)

ED 049 649 EM 008 900

Taylor, James R. And Others

Mediated Interaction Through Television: With
Self and Other.

Pub Date Apr 71

Note—16p.; Paper presented at the International
Communication Association Annual Con-
ference (Phoenix, Arizona, April 22-24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, Communication (Thought
Transfer), Feedback, Information Theory, In-
teraction, *Interaction Process Analysis, *Inter-
communication, Models, Reactive Behavior,
*Research, *Self Concept, Self Congruence,
Telecommunication, *Television
Identifiers—Goffman Model

While the traditional role of television has been
to transmit messages to mass audiences, more
recent uses of television which allow face-to-face
interaction may lead to new kinds of behavior by
the parties involved. In an interactive situation,
an individual's two types of tasks are presenta-
tional (presenting his own "line" or image) and
responsive (providing feedback on the other in-
dividual's presentation). Based on a face-to-face
interaction model of Irving Goffman, two experi-
ments used television to manipulate the interac-
tion. In the first, subjects watched themselves
perform actions on television. The experimental
group saw themselves after a delay of several
seconds, the control group performed and
watched simultaneously. The experimental sub-
jects were surprised and discomforted, while the
control group thought they looked as they had
expected they would. This result supported the
hypothesis that being presented with a "truer"
self-image (one seen by others) was likely to be
unpleasant. A second experiment examined
whether believing a televisually mediated situa-
tion to be responsive affects the way people feel
about it and whether rules of face-to-face interac-
tion carry over to the television medium. This ex-
periment yielded thought-provoking but not sig-
nificant results. (JK/MT)

ED 049 650 EM 008 901

Kruse, Edward D.

Manpower and Media for the Use of the Minority
and the Majority.

Pub Date Feb 71

Note—9p.; Paper presented at the American As-
sociation of School Administrators Annual
Convention (Atlantic City, New Jersey,
February 24, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, *Ad-
ministrator Role, Audiovisual Centers, In-
dividual Needs, Instructional Materials, *In-
structional Materials Centers, *Instructional
Technology, Librarians, Library Material Selec-
tion, *Program Effectiveness, *School Libraries
Although schools are spending huge sums of
money (nearly one billion dollars in 1970-71) on
instructional technology, their media programs
are disorganized and inefficient as documented in
the report of the Commission on Instructional
Technology. In the speaker's opinion, effective
media programs depend on several factors: cho-
ice of appropriate materials, scientific organiza-
tion to allow immediate retrieval of materials, a
"memory bank" of successful media usage pat-
terns, and the "humanizing" of the information
retrieval process. This can be accomplished by
the development of a quality school library pro-
gram which develops a library media center and
provides a good librarian who is the key to suc-
cessful media usage patterns and the humanizing
of information retrieval. Such leadership comes
under the heading of accountability. (JK/MT)

ED 049 651 EM 008 902

Hurluck, Richard E.

Development and Evaluation of Computer Assisted
Instruction for Navy Electronics Training. Two,
Inductance.

Naval Personnel Research Activity, San Diego,
Calif.

Spans Agency—Office of the Chief of Naval Per-
sonnel, Washington, D.C.

Report No.—AD-720-309

Pub Date Mar 71

Note—32p.; See also AD-706 728

Available from—National Technical Information
Service, Springfield, Virginia 22151 (AD-720
309, MF \$9.5; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Computer
Assisted Instruction, *Conventional Instruction,
Curriculum Evaluation, *Electronics, Elec-
tronic Technicians, Military Training, Program-
ing, Training Techniques

A computer-assisted instruction (CAI) curriculum module covering the area of electrical inductance was developed and evaluated. This module was a part of a program in which a series of CAI modules are being developed and tested for a Navy training course in basic electronics. After the module was written, it was given three tryout tests. Sophisticated data management techniques were used to evaluate the tryout results and the module was revised accordingly. The module was then operationally tested with students in order to experimentally compare CAI training with normal classroom training. Students trained via CAI demonstrated significantly better achievement across all training objectives as compared with classroom students serving as controls. The CAI students scored as well as control students on the Navy Training Center's Area Examination and were superior to them on a supplemental test covering training objectives not included in the Area Examination. Overall achievement was 10% higher for CAI students. Training time for CAI students averaged 8.75 hours, a time savings of 48% compared to traditional classroom instruction. (Author/JY)

FL

ED 049 652

FL 001 782

Restan, Per A.

The Objective Case in Negative Clauses in Russian: The Genitive or the Accusative?

Pub Date 60

Note—21p.

Journal Cit—Scando-Slavica; v6 p92-112 1960

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case (Grammar), Diachronic Linguistics, Distinctive Features, Form Classes (Languages), Grammar, *Language Research, Linguistic Patterns, Linguistics, Morphemes, *Negative Forms (Language), *Russian, Slavic Languages, Structural Linguistics, *Synchronic Linguistics

The aim of this study is to give a description of the linguistic position of the negative genitive in written Russian and to explain the relationship between different factors. It is demonstrated that the negative genitive still holds its position as the stronger case in negative clauses with 69 percent of all sample cases in the genitive, as compared with 31 percent in the accusative case. However, it is noted that the accusative case is becoming more widely used in newspapers and in belles-lettres. Frequent statistical data with linguistic examples support the research and concluding remarks. (RL)

ED 049 653

FL 001 885

Hjelmstrom, Svante

Aims, Testing and Examining in Modern Language Teaching.

Federation International des Professeurs de Langues Vivantes.

Pub Date Jul 68

Note—6p.; Abridged version of speech presented in April 1966, Ostia, Italy

Journal Cit—Contact; n11 p19-24 Jul 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Methods, Basic Skills, Course Objectives, Curriculum Design, Curriculum Evaluation, Curriculum Planning, *Educational Objectives, Educational Philosophy, Instructional Program Divisions, *Language Instruction, *Language Skills, *Language Tests, *Modern Languages, Second Language Learning, Testing, Translation

Identifiers—*Sweden

Negative influences on teaching practices and objectives in modern language programs, caused by certain final examination practices in Sweden, are pointed out and criticized in this paper. The needs of the Swedish student of languages are determined to be related to the use of language primarily as a means of everyday communication. The distinction between "speech" and "speaking" is made with the aid of several diagrams. The four skills of understanding, speaking, reading, and writing are seen to be closely interrelated. Of primary concern to the author is the nature of the present structure and scope of final examinations in language programs. He notes that translation skill as a general course objective has been largely abandoned and details reasons for this change in curricular planning. (RL)

ED 049 654

FL 002 173

McCrum, M.

A Theory of Classical Education, III: The Classics in the Sixties.

Joint Association of Classical Teachers, Oxford (England).

Pub Date 65

Note—17p.

Journal Cit—Didaskalos; v1 n3 p3-19 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classical Languages, Classical Literature, Curriculum Development, *Educational Objectives, Educational Philosophy, Enrollment Influences, Enrollment Trends, Greek, High Schools, Humanities Instruction, Instructional Program Divisions, *Language Instruction, *Latin, Relevance (Education), *Student Motivation, Student Needs, Teaching Methods

Identifiers—*England

Noting the sharp decline in Latin studies in England, the author reviews the rationale and educational objectives which serve as the foundation for existing programs. Commentary is made on the roles of science, history, literature, and philosophy in the curriculum. The function of classical studies is seen to be related largely to the development of the mental faculties and to serve as the basis for further study in the arts. Reforms are suggested at all levels of instruction and particularly for "O-Level" examinations. (RL)

ED 049 655

FL 002 174

Russell, C. V.

The Implications of the Oral Approach to Modern Language Teaching.

Joint Association of Classical Teachers, Oxford (England).

Pub Date 65

Note—7p.

Journal Cit—Didaskalos; v1 n3 p168-174 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Curriculum Development, Educational Objectives, *Grammar, Instructional Program Divisions, *Language Instruction, Language Skills, Language Usage, Lesson Plans, Linguistic Performance, *Modern Languages, Second Language Learning, Speech Skills, *Teaching Methods

This article explores the question of whether language teachers are capable of ascertaining student acquisition of grammatical rules when the lesson is taught orally. Oral fluency is seen as the foundation of the language process, and a distinction is made between productive and reproductive speech. Frequent use of examples illustrates linguistic problems encountered in the structuring of instructional material. (RL)

ED 049 656

FL 002 175

Langhorne, E. J. B. Davis, A. T.

Latin in Preparatory Schools I, II.

Joint Association of Classical Teachers, Oxford (England).

Pub Date 65

Note—25p.

Journal Cit—Didaskalos; v1 n3 p104-128 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classical Literature, *College Entrance Examinations, Cultural Education, Curriculum Development, Educational Objectives, Enrollment Trends, *High Schools, Humanities, *Language Instruction, *Latin Literature, Relevance (Education)

Identifiers—*England

The status and educational objectives of Latin instruction in the preparatory schools in England are examined in these articles. Curricular requirements, various examinations, and source materials are discussed. Criticism is directed toward the curriculum and in particular to the Common Entrance Examination to public schools. Several sample specimen examinations are appended. (RL)

ED 049 657

FL 002 176

Pohlsander, Hans A.

Teaching Ancient History Today. ERIC Focus Reports on the Teaching of Foreign Languages, Number 22.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—12p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ancient History, Archaeology, Bibliographies, *Classical Languages, *Cultural Education, Greek, Greek Civilization, Greek Literature, History, Instructional Program Divisions, *Language Instruction, Latin, Latin Literature, *Teaching Methods

This report presents a rationale for the study of ancient history emphasizing the interrelationship of all periods of history and the arbitrary nature of the subject's division into temporal or geographical segments. Pointing out that significant discoveries are constantly being made, the author stresses the importance of the classics teacher's acquaintance with current literature on this and other relevant topics. The paper discusses the relationship of archaeology, chronology, geography, languages, and the arts with ancient history and suggests audiovisual aids and other source materials for use in the classroom. Concluding remarks focus on the classical languages vis-a-vis ancient history. An annotated bibliography is included. (CM/RL)

ED 049 658

FL 002 177

Lippman, Jane Neustein

Foreign Languages in the Age of Aquarius.

Indiana Univ., Bloomington. Indiana Language Program.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 71

Note—7p.; Address given to the Texas Foreign Language Association, Temple Junior College, Temple, Texas, October 24, 1970

Journal Cit—Dialog; v5 n4 p2-8 Apr 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Education, Curriculum Development, Educational Improvement, Educational Innovation, Educational Objectives, *Enrollment Trends, Instructional Program Divisions, *Language Instruction, *Language Programs, *Modern Languages, Relevance (Education), Second Language Learning, *Student Attitudes, Student Interests, Student Motivation, Teacher Attitudes

The role of language instruction in a changing society is scrutinized in this article. Enrollment trends in several subject areas are compared and reasons for the decline in English, mathematics, science, and languages are related to current student attitudes. Instructional objectives of language programs are criticized particularly for their narrowness in scope, and suggestions for the development of innovative course offerings are proposed. (RL)

ED 049 659

FL 002 178

Wall, Muriel, Comp.

Audio Visual Aids to Enrich the Curriculum for the Puerto Rican Child in the Elementary Grades, Part 1 [and] 2.

City Univ. of New York, N.Y. Hunter Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—33p.; Spotlights 4 and 5

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Bibliographies, *Bilingual Education, Bilingual Students, Child Language, Curriculum Enrichment, *Elementary Schools, English (Second Language), Filmstrips, Instructional Films, Instructional Materials, Language Instruction, Language Programs, Modern Languages, Puerto Rican Culture, *Puerto Ricans, Spanish Speaking, Tape Recordings

Identifiers—*Project BEST

This two-part bulletin contains a variety of sources of audiovisual aids and instructional materials for use with Puerto Rican children in elementary schools. In part one, a short article on listening skills and information on the classroom use of tape recordings precede an annotated list of more than 60 records and tapes for use in enriching the curriculum, a list of "Read-With-Me-Recordings," and addresses of distributors of sheet music, records, and tapes are included. Part two contains additional lists of appropriate films and filmstrips, film evaluation forms, and sources of other types of bilingual instructional materials. (RL)

ED 049 660

FL 002 179

Mazzone, Ernest J., Ed. And Others

Latin Language Education: A Position Paper.

Advisory Committee on Foreign Languages for the Commonwealth of Massachusetts.

Spons Agency—Massachusetts State Dept. of Education, Boston.

Pub Date Dec 69

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Basic Skills, Classical Languages, Classical Literature, *Conference Reports, Educational Objectives, Grammar Translation Method, Instructional Program Divisions, *Language Instruction, *Latin, Linguistic Theory, Methodology, Teacher Education, *Teaching Methods

This paper explores problems discussed at various conferences which relate to the formulation and implementation of a national, professional policy concerning the instruction of Latin at all levels of education. Paramount in the discussion are the positions expressed at the Oxford Conference (Ohio, 1968), the Airline House Conference (1965), and in the Classical Investigation (1924). Basic observations in this report support an audiolingual approach to teaching and strongly condemn grammar-translation methodology. Comments focus on instructional objectives, content, methods, and teacher training. The contribution of structural linguistics to the development of the newer audiolingual theory is recognized in this study. (RL)

ED 049 661 FL 002 180

Lyons, Kathleen Loew, Helene

European Culture and Civilization: Instructional Guide [and] Course Outline.

Half Hollow Hills High School, Dix Hills, N.Y.

Pub Date Jul 70

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, *Cultural Education, Culture, *Curriculum Guides, Educational Objectives, *Foreign Culture, Language Instruction, *Literary History, Literary Perspective, Modern Languages, Secondary Schools, Student Evaluation, Teaching Guides Identifiers—*Europe

This instructional guide and course outline is designed for use in teaching European culture and civilization through a thematic approach to selected, representative schools of literature. Characteristic periods of European culture are reflected in the literature. The point of departure for each unit is always seen to be man—the central force around which society develops. Some 34 topics spanning medieval society and the future of literary trends are outlined. Description of instructional objectives and of technical details includes suggestions for student evaluation. (RL)

ED 049 662 FL 002 181

Hutchinson, Joseph C. Hutchinson, June O.

Criteria for Selecting Types of Foreign-Language Laboratory Systems. ERIC Focus Reports on the Teaching of Foreign Languages, Number 20.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—12p.

Available from—MLA/ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audio Active Compare Laboratories, Audio Active Laboratories, Audio Equipment, Audiolingual Methods, Audio Passive Laboratories, Electronic Classrooms, *Equipment Evaluation, Equipment Standards, Instructional Program Divisions, *Language Instruction, *Language Laboratories, *Language Laboratory Equipment, Language Laboratory Use, Modern Languages, *Systems Approach, Systems Development

Focusing on the current status of the language laboratory in instructional use, this report stresses the need to employ a systems approach in the selection and operation of laboratory equipment. The author points out the interrelatedness of the key factors in any system, including: (1) people, (2) method, (3) instructional materials, (4) equipment, and (5) facilities. Three basic types of laboratories are described: the "audio-passive" (listen-only mode), "audio-active" (listen-respond mode), and the "audio-active-compare" (listen-

respond-record mode). The function of the laboratory is related to design, manufacture, and selection of equipment. Criteria concerning pedagogical, technical, and administrative matters are suggested. A selected bibliography concludes the report. (RL)

ED 049 663 FL 002 182

Kaplan, David

Language Fairs and Foreign Languages.

Pub Date [Mar 71]

Note—8p.; Paper presented at the Second International Meeting of the Ontario Modern Language Teachers Assn. and the New York State Federation of Foreign Language Teachers, Toronto, Canada, March 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, Community Cooperation, Cultural Education, Foreign Culture, Language Instruction, *Modern Languages, Motivation, *Public Relations, *School Community Relationship, Secondary Schools, Second Language Learning, Social Reinforcement, Student Attitudes, *Student Motivation, Teacher Attitudes

The nature and function of language fairs are explored in this article. Seen as a source of student motivation toward second language learning and as a means of improving public relations with the community, the language fair is described as being a miniature carnival in the planning and operation of which students, parents, and teachers participate. Numerous, specific suggestions are included about what should be done and what not to do while organizing a language fair. (RL)

ED 049 664 FL 002 185

Dunham, Lowell

Strengthening Foreign Language Professional Organizations.

Arkansas State Dept. of Education, Little Rock.

Pub Date May 71

Note—7p.; Address made to the Arkansas Foreign Language Teachers' Association, April 17, 1971, Little Rock, Arkansas

Journal Cit—Arkansas Foreign Language Newsletter, v5 n4 p1-7 May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, Curriculum Development, Instructional Program Divisions, *Language Instruction, *Modern Languages, National Organizations, *Professional Associations, Program Effectiveness, Relevance (Education), Second Language Learning, Student Attitudes, *Teacher Associations, *Teacher Attitudes

The leitmotif of this address, inspired by lines found in William B. Yeats' "The Second Coming", underscores the need for a greater display of solidarity of language teachers through increased participation in professional associations. The work of the American Council on the Teaching of Foreign Languages (ACTFL) is discussed and noted to be vital to the survival of language instruction at all levels of education. Commentary is made on changing social conditions and their educational implications. (RL)

ED 049 665 FL 002 186

McKim, Lester And Others

The Supervisor's Role in Foreign-Language Teacher Training.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date [71]

Note—42p.; Workpapers and Presentations of the ACTFL Pre-Conference Workshop, Los Angeles, California, November 23-25, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classical Languages, *Conference Reports, *Educational Accountability, Effective Teaching, Instructional Program Divisions, Language Instruction, Methods Courses, *Modern Languages, Qualifications, *State Foreign Language Supervisors, Supervisors, Supervisory Activities, *Teacher Education, Teacher Educator Education, Teacher Evaluation, Teacher Improvement, *Teacher Supervision

The core of this report is three papers which focus on the current status and function of the foreign language supervisor. Klaus Mueller's paper, "Responsibilities of the Foreign Language Teacher Trainer", advocates the design and development of achievement tests that would validate teacher competency. Jermaine Arendt's, "The Local Supervisor's Role in Foreign Language Teacher Education", reexamines the role of the supervisor, particularly in the light of government withdrawal of support from foreign language programs. Kenneth Lester's, "Responsibilities of the State Foreign Language Supervisor", proposes joint sovereignty for teacher education, shared by colleges, state departments of education, and public school systems. Final recommendations concerning this subject, prepared by discussion groups at the American Council on the Teaching of Foreign Languages (ACTFL) 1970, Los Angeles, preconference workshop, are included. (RL)

ED 049 666 FL 002 187

Sandstedt, Lynn A. And Others

Articulation Objectives for the Teaching of Foreign Languages in Colorado.

Colorado Congress of Foreign Language Teachers.

Pub Date 71

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), *Audiolingual Methods, *Basic Skills, Cultural Education, Curriculum Development, Educational Objectives, French, German, Grammar, Instructional Program Divisions, *Language Instruction, Language Skills, Latin, *Modern Languages, Morphology (Languages), Second Language Learning, Spanish, Syntax

Articulation of materials, methods, and educational objectives of language programs in French, German, Spanish, and Latin focuses on achievement goals in the areas of listening, speaking, reading, writing, culture, and language analysis for levels 1 through 5. The programs emphasize the attainment of language fluency through the audiolingual method of instruction with the objective of increasing awareness of the foreign culture. Course content is defined in terms of grammatical features, basic skills development, and cultural concepts. The section on Spanish enumerates objectives in lists of specific "situations" and "structures" to be mastered. The Latin material distinguishes three different curriculums used in the high schools and colleges of the state. (RL)

ED 049 667 FL 002 189

Hunter, Madeline

Individualizing FLES.

Pub Date Mar 71

Note—9p.; Speech presented at the Washington Foreign Language Teachers Association Spring Conference, March 19-20, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Methods, Classroom Techniques, Curriculum Development, Elementary Education, Elementary School Curriculum, *Fles, *Individualized Instruction, Language Development, *Language Instruction, *Modern Language Curriculum, Modern Languages, *Teaching Methods, Teaching Techniques

Learning theory inherent in concepts related to and including individualized instruction in FLES is explored in this article. A distinction is made between individualized activity and individualized instruction. Differences which distinguish the FLES learning environment from the secondary school language learning situation are pointed out. Conditions which contribute to the "custom tailoring" of the learning situation for the student and which allow for the individualization of instruction within a group are discussed. (RL)

ED 049 668 FL 002 190

Mueller, Klaus A.

Techniques for Teaching German: A Series of Demonstration Films.

California Univ., Berkeley.

Pub Date 70

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Methods, College Curriculum, *College Majors, *Demonstrations (Educational), Educational Improvement, Films, *German, Inservice Teacher Education,

*Instructional Films, Language Instruction, Languages, Modern Languages, Teacher Education, Teaching Assistants, Teaching Methods, Teaching Models, Teaching Techniques, Universities

This manual, to be used in conjunction with 10 demonstration films on the teaching of German in introductory college courses, serves as a guide to the objectives and teaching techniques illustrated in each of the films. The films demonstrate to future teachers of German workable teaching techniques designed to produce specific competencies and emphasize pronunciation, a systematic learning of grammar, an insistence on fluency, and quick student response. Each of the 10 sequences is identified, and the specific techniques and the goals to be achieved are discussed in the commentary. The films are distributed through the Service Center of the American Association of Teachers of German, 339 Walnut St., Philadelphia, Pennsylvania 19106. (RL)

ED 049 669 FL 002 191
Mildenberger, Andrea S. And Others
ERIC Documents on the Teaching of Foreign Languages: Lists Numbers 1-4.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Modern Language Association of America, New York, N.Y. ERIC Clearinghouse on the Teaching of Foreign Languages.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Pub Date [71]

Note—68p.

Available from—MLA Materials Center, 62 Fifth Ave., New York, N.Y. 10011 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingualism, *Catalogs, Classical Languages, *Clearinghouses, Cultural Context, Curriculum Guides, *Educational Resources, Fles, *Language Instruction, Language Laboratories, Microfilm, *Modern Languages, Programmed Instruction, Second Language Learning, Statistical Studies, Teacher Education, Teaching Techniques, Televised Instruction, Testing, Uncommonly Taught Languages

This compilation of the first four such catalogs lists 1603 items pertaining to foreign language instruction that were accessioned by all Educational Resources Information Center (ERIC) Clearinghouses from November 1966 through October 1969. Entries are organized alphabetically within each catalog, and 13-category (with subdivisions within each category) user index assists in pinpointing items relevant to particular interests. Also supplied are prices for microfiche or hard copy reproductions, ERIC document numbers, and availability information. References are supplied for abstract sources of the documents listed. For subsequent lists see ED 044 990 and ED 047 592. (WB)

ED 049 670 FL 002 193
Nixon, St. John

Organizing an Advanced Course in Spoken English for Dutch Businessmen.

National Federation of Modern Language Teachers Associations.

Pub Date May 68

Note—6p.

Journal Cit—Modern Language Journal; v52 n5 p287-292 May 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, Business English, *Conversational Language Courses, Curriculum Development, *English (Second Language), English Curriculum, English Instruction, *Intensive Language Courses, *Language Instruction, Language Programs, Modern Languages

Identifiers—*Netherlands

Development of an intensive course in English which is offered to Dutch businessmen at the Netherlands School of Business is described in this article. The duration, scope, and level of the two-week conversational course are examined with particular emphasis on problems characteristic of this type of program. The author includes a sample program for the third day of instruction with a detailed description of the organization and contents of the lessons. (RL)

HE

ED 049 671 24 HE 001 540

Taylor, Robert W. And Others

Effects of Contingent versus Non-Contingent Grading on Student Course Work.

Spons Agency—Indiana Univ., Bloomington.; Office of Education (DHEW), Washington, D.C. Pub Date [69]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Grades (Scholastic), *Grading, Graduate Students, *Higher Education, Student Motivation

To determine the effects of grades on academic performance, 31 graduate students participated in a course which, to avoid the undesirable effects of competition and ambiguity, was designed with specified course objectives and criteria for grades. The students were assigned 4 prescribed experiments that they performed in pairs. They each wrote reports on these experiments according to criteria in a "laboratory manual." The reports were graded either acceptable or unacceptable, with the latter returned to the student for revision. All students' grades were based on overall performance, but 13 students (Group 2) were told that they would receive an incomplete if all 4 experiments were not completed. The other 18 students (Group 1) were given a grade not contingent on completion of all experiments. Results showed that only one student from Group 2 failed to complete the course because of incomplete lab reports, while 9 students from Group 1 failed to complete the work. In addition, after the first paper, Group 2 had: a smaller percentage of papers requiring revision; a higher percentage of papers meeting criteria; and completed more optional experiments than Group 1. (Author/AF)

ED 049 672 HE 002 014

Saue, Joe L. Montgomery, James R.

The Nature and Role of Institutional Research ... Memo to a College or University.

Association for Institutional Research.

Pub Date Nov 70

Note—22p.; A Statement prepared for the Association for Institutional Research

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, *Institutional Research, Objectives, Organization, Orientation, *Research

This report on the nature and role of institutional research addresses itself to the following questions: (1) what is institutional research? (2) how "pure" can institutional research be? (3) what can institutional research do for the institution? (the report lists such functions as: preparing operating, analytic and summary reports, conducting analytic or modeling studies, designing management information systems, doing special studies and studies in support of educational development, doing related staff work, and responding to questionnaires); (4) should institutional research be administratively or educationally oriented? (5) how should institutional research relate to long-range planning? (6) how should institutional research be organized? and (7) what are the requirements for effective institutional research? (AF)

ED 049 673 HE 002 047

Report on Transitional Year 1969-70, College of Arts and Sciences, University of Missouri-Kansas City.

Missouri Univ., Kansas City.

Pub Date 70

Note—19p.; Urban Problem Solving Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Culturally Disadvantaged, *Disadvantaged Youth, *Financial Support, *Higher Education, *Special Programs, *Special Services, Tutoring

Identifiers—*University of Missouri Kansas City

The "Transitional Year" program is an effort on the part of the College of Arts and Sciences at the University of Missouri to assist academically disadvantaged students from inner city high schools in the Kansas City area. Specifically, the program attempts to meet the special educational and social needs of the inner city student when he first attends the university. The services provided include: tutoring, counseling, academic

assistance, developmental courses, special programs, and financial aid. This report describes the participants, the different programs and activities offered, and the results. Eighty-five percent of the entering freshmen in the Transitional Year 1969-70 who completed both semesters were eligible to continue at the University in the fall semester 1970 without any change or adjustment of academic policy concerning eligibility. Compared to the low rate of success of inner city students attending the University in past years, this percentage suggests the effectiveness of the program. (AF)

ED 049 674 HE 002 057

Jenny, Hans H. Wynn, G. Richard

The Golden Years: A Study of Income and Expenditure Growth and Distribution of 48 Private Four-Year Liberal Arts Colleges, 1960-1968.

College of Wooster, Ohio.

Spons Agency—College of Wooster, Ohio; Ford Foundation, New York, N.Y.

Pub Date [70]

Note—217p.

Available from—The College of Wooster, Wooster, Ohio

Document Not Available from EDRS.

Descriptors—*Educational Finance, Enrollment, Expenditures, *Financial Support, *Higher Education, Income, *Private Colleges

This report provides a historical overview of income and expenditure growth for 48 private liberal arts colleges between 1960 and 1968. It describes cross-sectionally the income and expenditure structures as they evolved over time, and suggests some of the competitive changes that have taken place within the major findings. Chapter II describes the "mean college" in terms of enrollment, teaching staff, and budget. Chapter III discusses income and expenditures for the 48 colleges as a group, and Chapter IV the deficits and asset growth for the 48 colleges. Chapter V deals with income and expenditures and their relationship to enrollment growth. Size of enrollment and growth of income and expenditures is discussed in Chapter VI, and the distribution of major income and expenditure categories in the 48 colleges in Chapter VII. Chapter VIII examines student aid and the "subsidy gap." Conclusions are presented in the last Chapter. (AF)

ED 049 675 HE 002 059

Richardson, Elliot L.

Toward a Federal Policy for Higher Education.

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 11 Nov 70

Note—16p.; Address before the 84th Annual Convention of the National Association of State Universities and Land Grant Colleges, Washington, D.C., November 11, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equal Education, *Federal Aid, Federal Government, Financial Problems, *Financial Support, *Higher Education

The 1960's were a time of constantly growing federal support for higher education, a trend which has not continued into the 1970's. From a feeling that the university could do no wrong, there is now a sense of public disenchantment. The growth of university revenues has slowed, students are disinterested and even alienated, and there is a sense of crisis. Financial problems are increasing as enrollments continue to increase, and it appears that universities have lost their sense of mission. Reforms are needed and it is the responsibility of the Federal government and higher education jointly to resolve some of the problems. Foremost are the financial problems facing the universities. In coping with these problems the Federal government will be guided by at least 4 basic principles: (1) the responsibility to equalize opportunity for all Americans to receive a higher education; (2) Federal support for diversity in higher education; (3) Federal support for an enhancement of the independence of colleges and universities; and (4) the need to determine Federal support of higher education in the light of national needs for the skills that higher education produces. (AF)

ED 049 676 HE 002 060

An Exploratory Cost Analysis of Some Canadian Universities: The Report on the Study of the Costs of University Programmes in Canada.

Association of Universities and Colleges of Canada, Ottawa (Ontario).

Pub Date 70

Available from—Association of Universities and Colleges of Canada, 151 Slater Street, Ottawa 4, Canada (\$12.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Costs, *Educational Finance, *Expenditures, *Higher Education, Questionnaires, *Systems Analysis, Unit Costs

Identifiers—*Canada

This is a comprehensive study of the expenditures of Canadian universities. The participating institutions filled out questionnaires, but only 23 of the institutions completed the whole project; therefore, many of the conclusions drawn in this report are admittedly of questionable value. Chapter I presents the introduction and background of the study. Chapter II discusses the general approach to the problem in terms of the costs and allocations, the unit of analysis, the system of analysis, and the research. In this chapter the analytic procedure developed was also described in general terms. Chapter III details the analytic procedure, including the development of the faculty questionnaire, and the procedures to be followed in allocating overheads, plant maintenance costs, institutional administration costs, library costs, faculty and departmental overheads, and unit costs. Chapter IV deals with the general difficulties that were experienced in carrying out the study and the conceptual problems that came to light during the process. Some observations and conclusions are presented in Chapter V, as well as suggestions for improvement of future studies. Chapter VI describes the results reports by the participating institutions and the results themselves are summarized in tabular form following this chapter. (AF)

ED 049 677 HE 002 061

Survey of Student Opinion on the UW Daily.
Washington Univ., Seattle. Office of Institutional Educational Research.

Report No.—IER-167

Pub Date 8 Feb 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Higher Education, *Newspapers, *School Newspapers, Student Attitudes, Student Government, *Student Opinion, Student Organizations, *Student Publications, Surveys

Identifiers—Seattle, *University of Washington

A survey of students' news interests, opinion of the UW Daily (the University of Washington student newspaper), and support for the UW student government and newspaper was conducted, by administering a questionnaire to a stratified random sample of students attending the University. An analysis of the returns indicated that: (1) the students wanted more academic and research news and more on arts and entertainment published. Sports was the least preferred news topic; (2) they preferred moderate over radical political news, and nonpolitical over political news. Females were more interested in radical news than males; (3) they showed more support for the student newspaper than for the student government; (4) nearly all of them felt either unaffected or unfavorably affected by actions of the student government; (5) they rated the newspaper's accuracy, fairness, interest, and informativeness on the favorable side of "so-so"; (6) they rated the present newspaper as more fair and less interesting than its predecessor. (Author/AF)

ED 049 678 HE 002 062

Pange, Victor de
University and Society in Europe: A Prospective View.

University of the Pacific, Stockton, Calif.

Pub Date Jan 71

Note—136p.; Notes and Elements for six lectures

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Activism, Educational Needs, *Foreign Countries, *Higher Education, *Planning, Responsibility, Social Problems, *Social Responsibility

Identifiers—*Europe

This report contains the notes and elements for 6 lectures that were given by Victor de Pange, head of the Division for Higher Education and Research of the Council of Europe at the University of the Pacific during January of 1971. The first lecture was devoted to student protests, using the 1968 events as a starting point. It examines whether these protests were a result of

educational grievances, a criticism of society, or constructive opposition; it also attempts to explain the reasons for the protests. Chapter II deals with the response of European universities to the new situation, specifically of institutions in France, the United Kingdom, Germany, and the Scandinavian countries. This chapter also discusses a report on policy and planning for post-secondary education in Europe, the theme of the 7th Conference of European Ministers of Education to be held in Brussels in May 1971. The report covers policy objectives and constraints, system objectives and social goals, structural and institutional changes, financial and economic aspects, organization for learning, and the government of post-secondary education. Chapter III deals with "permanent education" and discusses 3 essays: "Permanent Education - An Agent of Change," by H. Janne; "A Model for Recurrent Education," by O. Palme; and "Towards the Construction of a System of Permanent Education," by J. Capelle. (AF)

ED 049 679 HE 002 069

Jaffe, A. J. Adams, Walter
Academic and Socio-Economic Factors Related to Entrance and Retention at Two- and Four-Year Colleges in the Late 1960s.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [70]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Compensatory Education Programs, *Disadvantaged Youth, *Dropout Rate, *Higher Education, *Problems, School Holding Power, Special Programs, Student Characteristics, *Universal Education

The demand for open, universal higher education is increasing, yet little is known about what happens to educationally disadvantaged youth who enter selective or even nonselective 2- or 4-year colleges, about the effectiveness of supplementary academic assistance, or the viability of compensatory programs. This study is based on a 1965 Census Bureau survey of a national sample of high school seniors. Information was obtained on post-high school plans, as well as personal and background data. The purpose of this study was to correlate eight variables with post-high school behavior, especially the dropout rate, and to make policy recommendations based on the findings. The variables were: (1) the student's high school curriculum, (2) student's estimate of his own brightness, (3) average high school grade, (4) the college entrant's estimate of his brightness relative to his college classmates, (5) the average college grade, (6) family income, (7) occupation of head of household, and (8) years of schooling completed by father. The findings indicated that the student's high school curriculum was the overriding factor not only for determining whether the student entered college or not, but also for the type of college entered, and for continuing or dropping out. The other academic and socioeconomic variables also had strong relationships to college entrance and, with the exception of family income, to choice of college and continuation in 4-year colleges. (AF)

ED 049 680 HE 002 072

Yale Tuition Postponement Option.
Yale Univ., New Haven, Conn. Office of the President.

Pub Date 6 Feb 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Financial Needs, *Higher Education, *Student Costs, *Tuition

Identifiers—*Yale University

This paper offers a detailed explanation of Yale University's tuition postponement option. The purposes of the Plan are: (1) to enable students to defer part of the expense of education; (2) to enable students to contribute to the support of the University in approximate proportion to their ability to do so and to the economic benefit they have derived from their Yale education; and (3) to help meet Yale's immediate need for increased funds to defray sharply rising costs. The principal elements detailed in this paper are: (1) Yale's plan for increased university charges; (2) the deferment and repayment contracts and their

terms; and (3) the allocation of repayments between principal and interest and the deductibility of the interest. During the deferment period, Yale will cover its costs by borrowing from conventional lenders, and the University will seek pledges to share the financial risks of the plan. (AF)

ED 049 681

HE 002 078

Ster, William F., Jr.

An Investigation and Evaluation of Faculty Workloads, with Specific Emphasis upon the Physical Education Departments of Selected Small Liberal Arts Institutions of Higher Learning.

Pub Date [70]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Faculty, *Higher Education, Noninstructional Responsibility, *Physical Education, *Teaching Load, Working Hours

It is the thesis of this paper that many factors must be taken into consideration to determine faculty workloads and that the weights placed upon the various factors are of importance equal to the actual factors themselves. The first section reviews available literature on faculty workloads, and lists: (1) some of the questions asked in these investigations; (2) time spent by 75 faculty members at Southern Illinois University at 12 different activities related to their work; and (3) 19 factors that should be considered in determining faculty workload. The second section considers the purpose and results of a questionnaire that was sent to directors of physical education departments at 15 small 4-year liberal arts colleges in the Midwest. Ten responded to questions concerning: (1) policy regulating faculty workload; (2) factors involved in determining faculty workload; (3) compensation received for coaching responsibilities; (4) average hours of teaching load; (5) average time spent by department chairman in various duties; (6) factors considered a part of an individual physical education faculty member's total responsibility that are assumed in addition to regular teaching assignments, along with the compensation for these responsibilities. (AF)

ED 049 682

HE 002 079

Pertman, Daniel H., Ed.

Roosevelt University Board of Trustees Manual.

Pub Date 70

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Budgets, Governance, *Governing Boards, *Higher Education, Institutional Role, *Manuals, Responsibility, *Trustees, University Administration

Identifiers—*Roosevelt University

This manual of Roosevelt University contains the following information: (1) a list of the officers of the University; (2) the roster of the Board of Trustees; (3) Committees of the Boards of Trustees: responsibilities and membership; (4) the roster of non-trustees serving on Board committees; (5) the "mission" of the University; (6) the faculty constitution; (7) a brief description of the University; (8) an organization chart; (9) academic departments and department chairmen; (10) the University directory; (11) a schedule of Board meeting dates; (12) the criteria for membership on the Board of Trustees; (13) the current budget; (14) budget projections for 1968 to 1974; (15) the University Standard of Conduct; (16) the composition and procedure of the Judicial Review Board; (17) the resolution authorizing the establishment of the Auditorium Theatre Council; and (18) the Annual Report of the President. (AF)

ED 049 683

HE 002 080

Ling, Cyril C., Ed.

The Business Schools in the 70's - Preparing the Leaders of the 80's and 90's.

American Association of Collegiate Schools of Business, St. Louis, Mo.

Pub Date May 70

Note—64p.; Proceedings of the Annual Meeting of the American Association of Collegiate Schools of Business and AACSB Assembly (San Francisco, Cal., May, 1970)

Available from—American Association of Collegiate Schools of Business, 101 North Skinner Boulevard, Prince Hall, St. Louis, Missouri 63130 (\$2.25)

Document Not Available from EDRS.

Descriptors—*Business Administration, *Conference Reports, *Higher Education, *Management Education, Minority Groups, Research, Student Participation

These proceedings present a collection of addresses and panel discussions. The titles of the panels were: (1) "New Schools of Business and Administration—Their Opportunities and Challenges," (2) "Student Participation in Schools of Business Administration," (3) "Partners in Revolution—A Case Study of a Minority Experience," (4) "Business School Research in the 70's," and (5) "Undergraduate Business Schools in the 70's." In his speech "Preparation for What?" Leonard Marks, Jr. discussed the purposes of and need for management education programs. John V. Foster discussed: "The Management of Technology," and the title of Benjamin H. Swig's talk was: A Challenge for Business Deans in the 1970's." (AF)

ED 049 684 HE 002 081
Project Opportunity; A Progress Report 1964-1968; A Fifteen Mile Hike.

Southern Association of Colleges and Schools, Atlanta, Ga.
Pub Date [70]
Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Able Students, Culturally Disadvantaged, *Disadvantaged Youth, Educational Opportunities, *Guidance Services, *Higher Education, *Secondary School Students, Special Programs

Identifiers—*Project Opportunity

Project Opportunity is a talent search and encouragement program that attempts to identify disadvantaged students with academic potential. The purposes of the program are: (1) to increase their academic achievement; (2) decrease the dropout rate; (3) increase the number continuing in higher education; (4) augment their knowledge of vocational opportunity; (5) improve their self-image; (6) broaden their cultural and recreational experiences; and (7) encourage them to remain in the South. The Project identifies participants at the 7th grade and continues working with them for at least 6 years; it places primary emphasis on guidance services. This booklet presents: (1) the history of the Project; (2) its organization and financing; (3) a description of the students; (4) a discussion of the guidance services; (5) the contributions of sponsoring colleges; (6) discussions of both the summer and (7) school-year programs; and (8) some future plans. The organizational structure of the Project, Project personnel, and members of Local Policy Committees are included in the appendix. (AF)

ED 049 685 HE 002 082
Long, Richard A.
Black Studies Year One.

Atlanta Univ., Ga. Center for African and African-American Studies.
Report No—CAAS-Occas-Pap-3
Pub Date [71]
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, Black Community, Cultural Education, *Higher Education, Negro Colleges, *Negro History, *Problems

Though Dubois tried to begin a series of scientific studies on the Negro problem in America more than 70 years ago, only recently have attempts been made to present a true history of the Black man in institutions of higher learning. Until that time, the experience of the Black man was defined in Euro-American terms, or in most cases was completely ignored. In the last few years, "Operation Culturally Deprived," a series of interrelated activities grouped around the concept of the disadvantaged, cultural deprivation, social fragmentation, and psychological shipwreck, has become a rammoth industry and a classic boondoggle. There is danger that "Black Studies" may follow the same course if they follow certain trends. The first trend is "imperialism," the involvement of institutions without expertise in Black Culture that, until recently, didn't even admit Blacks. The second is "paternalism" on the part of foundations who decide in which direction Black Studies should go. The third is "nihilism," caused by the demand for Black Studies, often lacking in content, to be taught by Blacks and only for Blacks. The fourth is "materialism," whereby Black Studies become a major source of

profit for the software industry. Another basic danger is that Black Studies will make analogies to white studies that have no relation to Black people, e.g., Black Freudianism, etc. The hope is for Black Studies to address the life and history of Blacks in America by avoiding the inherent dangers spoken of. (AF)

ED 049 686 HE 002 084
Report of the USDA - NASULGC Joint Committee on Education for Government Service.

Department of Agriculture, Washington, D.C.
Pub Date May 70
Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, *Coordination, Developing Nations, Environmental Education, *Federal Government, *Higher Education, Human Resources, *Land Grant Universities, Minority Groups, Technical Assistance

This is a report of the May 6 and 7, 1970 meeting of the Joint Committee of the U.S. Department of Agriculture and the National Association of State Universities and Land Grant Colleges on Education for Government Service. The report presents: (1) the members of the Committee, (2) the roster of attendance, (3) the remarks of the undersecretary of Agriculture J. Phil Campbell, and (4) summaries of the reports and panel discussions and the recommendations resulting from these. The reports and panels dealt with the following topics: (1) strengthening state and local institutions through a more effective federal relationship in agriculture and personnel; (2) new frontiers for Negro land grant colleges through the development of institutional resources, including attracting more minority group members to agriculture and related disciplines; (3) present and future programs in environmental quality control and ecology training and employment needs; (4) the management of human resources; and (5) new areas of expertise needed in the field of technical assistance for developing countries. (AF)

ED 049 687 HE 002 086
Graduate Student Support and Manpower Resources in Graduate Science Education, Fall 1969.

National Science Foundation, Washington, D.C.
Report No—NSF-70-40
Pub Date Sep 70
Note—91p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Doctoral Programs, Enrollment, Faculty, Fellowships, *Financial Support, *Graduate Students, *Higher Education, *Sciences

Identifiers—*National Science Foundation Traineeships

This report summarized statistical data on graduate student support, postdoctorals, and graduate faculty as of fall 1969 in 224 doctorate granting institutions applying for traineeship grants from the National Science Foundation for 1970. These 224 include virtually all U.S. doctoral granting institutions. Information is presented on: (1) graduate enrollment in the sciences; (2) types of major support of full-time graduate students in doctoral departments in terms of fellowships and traineeships, research assistantships, teaching assistantships, and other types of support; (3) sources of major support for full-time graduate students in doctoral departments in terms of U.S. Government support, institutional support, other outside support, and self-support; and (4) faculty and postdoctorals in doctoral departments. The appendices include: (1) a list of the institutions participating in the graduate traineeship program; (2) some technical notes presenting definitions of the terms used in this report and some comparative tables; (3) statistical tables; (4) instructions and consolidated departmental data sheets of doctoral departments; and (5) consolidated departmental summaries. (AF)

ED 049 688 HE 002 088
Mackay, Maxine
Status of Women Committee: Faculty Report.

American Association of Univ. Professors, Tampa, Fla.
Pub Date 18 Nov 70
Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discriminatory Attitudes (Social), *Employment Opportunities, *Employment Patterns, Faculty, Faculty Promotion, Females, *Higher Education, Salaries, Social Discrimination, *Women Professors

Identifiers—*Florida State University System

This report on the status of women summarized data from 6 sources. The report begins with a brief review of the reasons for an AAUP report on the status of women at the State University System of Florida, the main one of which is a charge of sex discrimination against the whole State University system. The 6 sources used are: (1) Institutional Research Report No. 46, which discusses data on degrees held, amount of professional experience, rank, salaries, and incremental increases; (2) the 1970-71 Bulletin which covers some of the same data in tabular form; (3) University Planning Report No. 4, February 27, 1970, which includes information on ranks held within colleges, mean and median salaries for administrative and teaching personnel by rank, and the women above and below the college and University salary average; (4) an updated staff list for 1970, which contains data on degrees held, the number of men and women by colleges, and the mean salary for administrative and teaching personnel by rank and position held; (5) the "New Faculty Lists for 1970-71," which compares those newly hired by college and rank; and (6) responses from 82 questionnaires completed by University faculty women which cover summer work, experience, years in field, tenure, administrative responsibility, committee work, teaching load, salaries, publications and grants, and financial responsibilities. (AF)

ED 049 689 HE 002 089
Discrimination against Women at the University of Pittsburgh.

Pittsburgh Univ., Pa.
Pub Date Nov 70
Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, College Students, *Discriminatory Attitudes (Social), *Employment Patterns, Faculty, *Females, *Higher Education, Salaries, Social Discrimination, *Women Professors

Identifiers—*University of Pittsburgh

This report documents the activities of the University Committee for Women's Rights (UCWR) at Pittsburgh University over a 1-year period. The chapters cover UCWR's negotiations with the University, summarize the data compiled, and present proposals for improving the condition of women. Data on faculty include: men and women faculty in 8 selected departments by rank, new faculty appointments for 14 schools by rank, participation rates in the standing committees of the University Senate for 2 years, and the percentage of the different faculty positions held by women. Other chapters include an introduction to UCWR, UCWR attempts to review salaries, discrimination against women students, UCWR's interaction with the administration, women in staff positions, UCWR's efforts in relation to the law, and a summary of the obstacles UCWR met in pursuing its goals. (AF)

ED 049 690 HE 002 094
Added Perspective on the Nature and Extent of Change in Students' Attitudes and the Generation Gap.

American Educational Research Association, Washington, D.C.
Pub Date 6 Feb 71

Note—69p.; Symposium presented at the 55th Annual Meeting of the American Educational Research Association, New York, February 6, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alumni, Attitudes, Changing Attitudes, College Environment, *Higher Education, Political Attitudes, Questionnaires, Religion, *Social Values, *Student Attitudes, *Values

Identifiers—*Syracuse University

In 1926 a comprehensive attitudes inventory was administered to 3,515 students at Syracuse University, in which students expressed their reasons for coming to and staying at Syracuse, evaluated several aspects of the campus environment, and expressed attitudes, beliefs, and practices on social and religious questions. An updated edition of this questionnaire was administered to 500 students in 1968, and in 1970

responses were obtained to an adaptation of the earlier version from 1,100 alumni and former students who had filled out the 1926 questionnaire. This report presents 3 papers each dealing with a 3-way comparison of an area covered by the questionnaires. These are: "Values in the College Experience," by George W. Dolch, a paper dealing primarily with attitudes and beliefs concerning campus programs and processes; "Social Attitudes and Values," by Lester J. Crowell, Jr.; and "Attitudes toward Religion and the Church," by Charles E. Johns. An analysis of the more pervasive implications of the data by George G. Stern concludes the report. (AF)

ED 049 691 HE 002 095

Dispenzieri, Angelo Giniger, Seymour
Student Expectations and Experiences as Predictors of College Performance.

American Educational Research Association, Washington, D.C.
Pub Date Feb 71

Note—27p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, College Students, *Community Colleges, Educationally Disadvantaged, *Expectation, *Higher Education, Prediction, *Student Attitudes, Student Experience

Identifiers—*City University of New York

Questionnaires measuring college expectation and experiences were administered to special program students, those below the academic level of the City of New York Community Colleges' regular matriculants, and to regular students. The purpose of the questionnaire was to determine how the prediction of academic success was related to students' expectations and experiences as college freshmen. Eight expectations and experience clusters were derived by factor analysis and served as predictors of first semester GPA and credits earned, and first year GPA and credit earned in stepwise multiple regression analyses. Demographic characteristics such as high school average and diploma track, college attended, ethnicity, sex, and student population served as control variables. Realistic expectations of academic demands, insight into personal abilities, and readiness to work hard were positively related to performance. This paper also makes recommendations for utilization of the findings by guidance counselors and educational administrators. (Author/AF)

ED 049 692 HE 002 096

De Cecco, John Paul
Conviction, Choice, and Action: An Honorable and Practical Educational Psychology.

American Educational Research Association, Washington, D.C.
Pub Date 4 Feb 71

Note—11p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, Educational Psychology, *Higher Education, Innovation, *Student Participation, *Teacher Education, *Teaching Procedures

Interviews with high school students have found the cause of much of the present apathy and rebellion to be the students' exclusion from decisionmaking in the daily operation of the school and classroom. Objections were also raised to the failure to enforce rules in a fair and consistent manner. Many of the "problems" such as racial conflict and drug misuse in the schools are often the students' last desperate response to an institution that forces them to do boring and meaningless things and in which they have no say. If future teachers are to be prevented from perpetuating today's disastrous teaching practices, college instructors of educational psychology must find new ways of including their students - who will be the future teachers - in decisions which govern their own preparation. This paper discusses two new ways of offering the educational psychology course; one at Teacher's College, Columbia University and one at San Francisco State. One format provided at least three choices: self-selected problem interest groups with an advanced graduate student; study groups working on the traditional subject matter; and independent study. The other format provided students choices of school and teachers with whom

to work for one semester. Students made their own arrangements for this. (AF)

ED 049 693 HE 002 098

Gaite, A. J. H. Newsom, Robert S.
An Evaluation of Two Approaches to the Teaching of Educational Psychology.

American Educational Research Association, Washington, D.C.
Pub Date Feb 71

Note—12p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Psychology, Effective Teaching, *Higher Education, *Innovation, *Instructional Innovation, *Student Attitudes, *Student Reaction, Teaching Procedures

A 44 item questionnaire and free response instrument was given to 280 students selected from two different kinds of educational psychology courses: (1) a "module" approach involving selection of three 5-week modules from a list of such courses; and (2) a specially prepared composite learning and development course covering 1 semester. The purpose of the questionnaire was to measure students' reaction to the two new teaching procedures. The findings indicated that: (1) "in theory" the students preferred the module approach, (2) "in practice" students preferred the composite 1 semester course, and (3) the outstanding variable contributing to students' assessment of relevancy, and teaching procedures, was the instructor. The implications of these findings for innovations in teaching students is also discussed. (Author/AF)

ED 049 694 HE 002 100

Kennedy, W. Robert
A Comparison of Selected Student Attitudes Preceding and Following the Events of May 4, 1970, on the Campus of Kent State University.

American Educational Research Association, Washington, D.C.
Pub Date Feb 71

Note—27p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, Faculty, *Higher Education, Measurement Instruments, Self Concept, *Student Attitudes

Identifiers—*Kent State University

This study is based on the results of two identical attitude instruments that were administered to students at Kent State University before and after the shooting of four students by National Guardsmen on May 4, 1970. The attitude instruments had been constructed to permit interconcept comparisons with one data collection. The purpose of this study was to determine whether the events surrounding May 4th had significantly influenced the attitudes of Kent State undergraduates. On a scale of 1 through 9, the students were asked to rate 38 variables concerning (1) how they expected Kent State University to be, (2) Kent State Students, (3) Kent State faculty, (4) the ideal teacher, (5) the real self, and (6) the ideal self. The findings indicated that after the May 4 events the students viewed the University, the faculty, and themselves as more friendly and personable than before. (AF)

ED 049 695 HE 002 101

Spady, William G.
The Influence of Major Ambition Resources on College Aspirations and Attainments: Toward a Comprehensive Model.

American Educational Research Association, Washington, D.C.
Pub Date Feb 71

Note—22p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Aspiration, *Aspiration, Goal Orientation, *Higher Education, Models, *Motivation, Objectives, *Student Motivation

This paper attempts to design a model that covers a comprehensive range of theoretically relevant variables that focus on the aspiration-attainment process. The discussion is in 4 parts. First, the concept of "ambition" is separated into theoretically and operationally distinct components. Second, educational aspiration and college attainments are regarded as outcomes of a

complex social process involving both the family and the school, in which the ambition resources interact and develop. Third, the normative, social, and competitive structures of the high school are considered in accounting for major differences in the realization of student goals. Fourth, the multiple regression-based technique (known as path analysis) is used to assess the net, direct, simultaneous effect of each ambition resource on both aspiration and attainment. The sample was comprised of all 297 senior boys in two small-town, West Coast high schools, 77 percent of whom filled out a questionnaire in 1963. A follow-up questionnaire in 1967 was completed by 73 percent, and information was obtained about the others. The variables selected for the analysis were: GPA, family socioeconomic status, IQ, parents' aspirations, achievement motivation, achievement values, and extracurricular activities. The findings indicated that formal academic achievement was the most powerful resource in the ambition process. (AF)

ED 049 696 HE 002 105

Boning, E. Roeloffs, K.
Three German Universities: Aachen, Bochum, Konstanz. Case Studies on Innovation in Higher Education.

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 70

Note—162p.

Available from—OECD Publications Center, Suite 1305, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Innovation, *Foreign Countries, *Higher Education, *Innovation

Identifiers—*Germany

This report, one of a series of case studies on innovation in higher education, presents a detailed description and evaluation of the innovative features of three German universities, as well as a brief survey of the German national policy situation with regard to higher education. Of the three, the two at Bochum and Konstanz are new foundations, whereas at Aachen philosophical and medical faculties have recently been added to a traditionally technical university. Part I of the report discusses the general context of the study, including the selected institutions, their place in society and the national educational system, and the factors and circumstances which led to the creation of the new institutions. Part II presents a problem oriented analysis of the different facets of the institutions, including the problem of coping with numbers, providing equality of opportunity, the content and structure of studies and interdisciplinary approach, specialization, organizational structures, recruitment and status of teachers, teaching and research, organization and methods of teaching and student-teacher relations, roles and status of students, evaluation and planning, and cost and financing. Part III, the conclusions, deals with the motivations for innovation, and innovation in the various parts of the academic community. (AF)

ED 049 697 HE 002 106

Diekhoff, John S. Rogers, Ida Long
A Study of Private Higher Education in Tennessee.

Tennessee Council of Private Colleges, Nashville.; Tennessee Higher Education Commission, Nashville.

Pub Date 70

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Enrollment, Financial Needs, *Financial Problems, Financial Support, *Higher Education, *Private Colleges, *State Aid, *Statewide Planning

Identifiers—*Tennessee

Chapter I of this report on private higher education in Tennessee presents a brief review of the scope and variety of higher education in the state, focusing on the enrollment picture in the public and private sectors and noting that the percentage of students served by the private colleges has been declining in the last years. Chapter II discusses the special contribution of the private sector: to greater intellectual freedom, and providing a wider choice for students, close personal relationships among members of the academic community, and accessibility to higher education where public education was not available. Chapter III deals with the economic im-

portance of the private colleges and universities in terms of enrollment, expenditures, and physical and manpower resources. Chapter IV discusses the financial future of private higher education, and concludes that it is in serious financial trouble with rising costs and declining student enrollment. Chapter V examines some of the measures taken by other states to help private institutions; and Chapter VI discusses some choices for Tennessee and suggests that the State should consider programs for the support of private higher education, while increasing support for public higher education, and that private higher education should continue to participate in the state's long-range planning task. (AF)

ED 049 698 HE 002 108
Lunneborg, Patricia W. Kanda, Christine N.
Interdepartmental Programs to Produce Bachelor's Psychologists.

Washington Univ., Seattle. Center for Development of Community Coll. Education.
Report No.—Bureau-of-Testing-0870-161
Pub Date Aug 70

Note—20p.; Paper presented at the meeting of the American Psychological Association, Miami Beach, Florida, September, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bachelors Degrees, Degree Requirements, *Higher Education, *Innovation, *Interdisciplinary Approach, *Psychology, *Undergraduate Study

Identifiers—Seattle, *University of Washington

This paper disputes the notion that an advanced degree is required for all work in the field of psychology and suggests that those with a bachelor's degree in the field are employed in many areas where they use their training, but are not called psychologists. Another effect has been that industry and government offer few jobs to psychology baccalaureates. The University of Washington now offers two undergraduate psychology programs: the traditional one that prepares a student for graduate work in the field, and a new program that requires 50 hours in psychology, but has no fixed curriculum. The main feature of the new program is its interdisciplinary approach that allows students to learn about areas in which they will apply their psychology background. This paper briefly discusses the program and presents the supplementary course work in ten other departments: architecture, art, business administration, communications, English, forestry, music, physical education, social work, and sociology. (AF)

ED 049 699 HE 002 109
Haggerty, William J.

Higher and Professional Education in India.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—OE-14141

Pub Date 69

Note—189p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 5.214:14141, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Colleges, *Educational Needs, *Educational Policy, *Foreign Countries, *Higher Education, Universities

Identifiers—*India

This report covers the development of higher education in India using as a framework both relevant political and educational history and the educational needs of a country progressing at a rapid rate economically and technically. Part I discusses India as a nation: its geographical setting, history, and the present conditions. Part II deals with the educational system in terms of national policies and goals, organization, and the educational ladder. Part III reviews the background and history of higher education. Part IV deals with the system of higher education, university organization and regulations, special aspects of university education (such as the language problem, financing, education of women and of the disadvantaged, and student life), undergraduate arts and science education at Madras and Bombay Universities, professional and technical education, and postgraduate and research education. (AF)

ED 049 700 HE 002 113
Klingelhoefer, E.
Developing Relevant Programs for New Students; Program 10.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 71

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Counseling, *Disadvantaged Youth, Educationally Disadvantaged, *Higher Education, *Paraprofessional School Personnel, Peer Teaching, *Remedial Programs, Special Programs, Tutoring

Program 10 of the Center for Research and Development in Higher Education is a broadly based program of research into the dynamics of the absorption of "new students," here defined as students who formerly did not continue their education beyond high school into post-secondary education. The program will attempt to develop answers to the following questions: What are the characteristics of the new students? How may they best be enabled to meet the standards and requirements of the higher education institution? How may curricula and supportive educational services be modified to respond to the needs of the new students? How may needed institutional reforms be achieved efficiently and harmoniously? This proposal presents 4 research plans for (1) effective remedial programs, (2) counseling programs, (3) curricula, and (4) implementing programs for new students. In addition, work plans for fiscal years 1971, 1972, and 1973 are presented and four projects are described which will be initiated in 1971. These are: "The Relative Effectiveness of Student Peers, Paraprofessionals, and Professional Counselors on the Academic Performance of 'New Students,'" "Impact of a Program of Peer Tutoring on the Communications Skills of 'New Students,'" "Utilizing Tutors Effectively in Academic Programs for 'New Students,'" and "The Implementation of Programs for 'New Students' that use Peers and Paraprofessionals." (AF)

ED 049 701 HE 002 117
Jellema, William W.

The Educational Opportunity Bank.

Association of American Colleges, Washington, D.C.

Pub Date Apr 68

Note—9p.; A working paper prepared for the Commission on College Administration of the Association of American Colleges, April, 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Higher Education, Student Costs, *Student Loan Programs

Identifiers—*Educational Opportunity Bank

The Educational Opportunity Bank (EOB) has received short shrift among educators and many objections have been raised to establishing it. Among these are the workability of the plan, the problem for women borrowers, and the creation of a new force—student financial power—in opposition to the influence of the Federal Government. Though important, these are secondary questions. A MIT study has concluded that the plan is economically feasible, but questions concerning the legitimacy, adequacy, and merit of the plan are vital. Some of the plan's positive benefits are: (1) it would provide considerable monies to higher education very quickly; (2) it would improve the competitive stance between private and public higher education; (3) it will largely obviate the need for institutions to take one side or the other in the church-state issue; and (4) it places emphasis on the notion that the individual receives the primary benefit from his education. In addition, the plan would reduce Government's opportunity to manipulate choice by pulling the strings on research, facilities, and staff, and if extended to the graduate years, would free the student from economic dependence on his parents. (AF)

ED 049 702 HE 002 119
Wurster, Stanley R.

Philanthropy as a Source to Finance Higher Education. A Synthesis Paper.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Pub Date [70]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, Financial Needs, *Financial Support, Foundation Programs, *Higher Education, *Private Financial Support

This paper first examines the economics of higher education and the five economic problems that face institutions of higher learning: inflation, expansion of educational services, fluctuating student enrollments, need for an enlarged and modernized capital plant, and uncertain sources of income. The paper then reviews the trends and potential of three major sources of private philanthropy: foundations, corporations, and private individuals, and argues for the importance and necessity of private philanthropy. Finally, some suggestions are made for identifying and cultivating potential donors. These include: (1) researching all sources of support, (2) establishing 2-way communication with potential donors, (3) development of good publicity techniques, (4) establishment of special groups of alumni and friends for the financial support of the institution, and (5) a capable and well-trained staff of fund raisers. (AF)

ED 049 703 HE 002 120
Mitchell, Glen H.

Some Selected Expenditure Characteristics of Non-Resident Students, New Mexico State University, 1967-68 Academic Year.

New Mexico State Univ., Las Cruces.

Pub Date 69

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Expenditures, *Higher Education, *Nonresident Students

Identifiers—*New Mexico State University

The purpose of this study was to examine the type and amount of expenditure made in New Mexico by full-time nonresident students attending New Mexico State University in the academic year 1967-68. A structured, nondisclosed questionnaire was developed and administered to a sample of 108 students. The results indicated that an estimated \$10,000,000 in the 1967-68 school year was added to the New Mexico economy by the 1,253 nonresident students, with the average student spending \$3,306. Single students spent less than married ones and, with the exception of the sophomore year, expenditures tended to increase as the student proceeded through college. Female students spent slightly more than males, and graduate students significantly more than undergraduates. Although college students appeared to consider themselves a separate market, the expenditures showed a great deal of variation within all category patterns, except tuition and fees. (AF)

ED 049 704 HE 002 121
Feldmesser, Robert A.

The Positive Functions of Grades.

American Educational Research Association, Washington, D.C.

Pub Date 4 Feb 71

Note—19p.; Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, February 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Evaluation, Feedback, *Grades (Scholastic), *Grading, *Higher Education, *Student Evaluation, Student Motivation

There has been a great deal of controversy about the value of grades and much of it has been negative. Yet grades perform several valuable functions. They provide the student with a sense of how good his general performance has been and can help him decide whether or not to continue in certain subject areas or, in the larger context, whether to continue with his education.

Where grading is required, the instructor is under some pressure to develop reasonable criteria, and the reporting requirement restrains the instructor from making evaluations that merely reflect his ideological or punitive inclinations—he could be called upon to justify his grades. Since grades are important, the student is forced to take the evaluation of his work seriously. In this respect grades can be motivators to achievement. Some of the criticism of grades is unwarranted: i.e., that they rely on extrinsic rewards, that they do not predict later success, that they foster competitive attitudes, and that low grades discourage students from further study in the subject. The excessive anxiety that grades may arouse can be countered by limitations on the uses made of the grade record. The issue over whether grades are valid measures of academic performance can be dealt with by giving faculty members training in making educational evaluations. (AF)

ED 049 705 HE 002 123

Harris, Elizabeth L. And Others
Generalized Learning Curves and their Ability
and Personality Correlates.

American Educational Research Association,
Washington, D.C.
Pub Date Feb 71

Note—11p.; Paper presented at the 55th Annual
Meeting of the American Educational Research
Association, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Cognitive
Ability, *Correlation, *Higher Education, *In-
dividual Characteristics, *Learning

In learning experiments, individual trial per-
formances are typically represented as a com-
posite of two independent components. The first
is associated with systematic variation, and the
second is a residual component interpreted as er-
ror. From the systematic variation, mean trial
performance is typically computed across trials to
obtain a simple learning curve or function.
Tucker has proposed representing systematic
variations as two or more curves or components
representing generalized learning functions. In an
illustration of this method, Tucker reanalyzed
data from a probability learning experiment per-
formed by Gardner, finding in one condition that
performances of individuals were best
represented by three generalized learning func-
tions. This study attempted to replicate Tucker's
findings and to assess the relationship between
cognitive and personality traits and individual
scores associated with generalized learning func-
tions. Specifically the study was concerned with
(1) determining the number of learning functions
required to determine individual variations in per-
formance on a probability learning task, and (2)
determining, through multiple regression analysis,
a composite of cognitive and personality variables
that are significant predictors of individual scores
on each of the learning functions. (AF)

ED 049 706 HE 002 128

Glenny, Lyman

Doctoral Planning for the 1970s.

California Univ., Berkeley. Center for Research
and Development in Higher Education.
Pub Date 71

Note—5p.

Journal Cit—Research Reporter; v6 n1 p1-5 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Doctoral Degrees,
*Financial Problems, *Graduate Study,
*Higher Education, *Manpower Needs, State
Aid

The launching of Russia's sputnik in 1957
caused a reassessment of scientific manpower
needs in the U.S. and drastic shortages of all
types of highly trained specialists was predicted
by 1970. This myth continued until the late
1960's when proposals were still being made to
double federal aid for graduate students. Federal
aid induced state colleges to embark upon ad-
vanced graduate work, and national production
of doctorates almost tripled from 1958 to 1969—
from 8,942 to 25,734. It is now obvious that in
the foreseeable future the excess of doctorates
over established needs will be substantial. Five
closely interrelated problems are now facing
public and private institutions and the states: (1)
underwriting the costs; (2) reducing anticipated
surplus production; (3) maintaining the quality of
the degree; (4) changing the character of some
doctoral degree training; and (5) absorbing sur-
plus doctorate holders. There is a need for a
careful assessment of basic needs, and a careful
allocation of resources to meet them. (AF)

ED 049 707 HE 002 129

Carter, Allan

Graduate Education in a Decade of Radical
Change.

California Univ., Berkeley. Center for Research
and Development in Higher Education.
Pub Date 71

Note—2p.

Journal Cit—Research Reporter; v6 n1 p5-6 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Doctoral Degrees,
*Doctoral Programs, Enrollment Rate, Federal
Aid, *Graduate Study, *Higher Education,
*Manpower Needs

The 1960's saw a great deal of talk about
changing the pattern or structure of graduate
education, but very little if any action. The
1970's will be radically different, not only

because of budgetary constraints, but also
because of the oversupply of PhDs and excess
capacity. There are three basic factors that con-
tribute to the demand for new faculty: replace-
ment, expansion of higher education, and im-
provement of the quality of faculty. Only the
second factor is crucial to the demand for PhDs,
since the other two factors remain relatively con-
stant. The expansion factor depends on the size
of the college age group, and this group is grow-
ing at a smaller rate, and will shrink by more
than 2.75 million in the 1980 to 1988 period.
Another factor affecting the expansion of enroll-
ment is the college enrollment and retention rate.
Though this has been steadily increasing, this in-
crease will also slow down as it reaches its po-
tential maximum of about 70 percent of the college
age population. All this will mean that the de-
mand for college teachers will steadily decline.
Graduate schools will have to cope with this
situation by cutting back on graduate programs,
and exercising stricter controls over graduate en-
rollments. In addition, it might be advisable to
limit federal support for graduate education to 75
selected universities. (AF)

ED 049 708 HE 002 148

Silberman, Charles E.

The Remaking of American Education.

American Association for Higher Education,
Washington, D.C.
Pub Date 16 Mar 71

Note—6p.; Address presented at the 26th Na-
tional Conference on Higher Education,
Chicago, Illinois, March 16, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*General Education, *Higher Edu-
cation, *Problems, *Relevance (Education),
*Responsibility

This paper discusses the nature of the crises in
the college classroom. An identity crisis affects
virtually all Americans in one way or another, but
especially the college student. This crisis reflects
not only an increasing awareness of the social ills
affecting society, but also a growing concern
about the quality of life in an affluent society. A
parallel crisis exists among the educational in-
stitutions themselves, as they are faced with a
transformation from mass education to universal
education and with demands for knowledge more
relevant to human needs. To face these problems,
colleges and universities must return to their
basic responsibility: the education of individuals
who in turn can educate those close to them. In
effect it means giving students a liberal education
and preparing them to educate others. It does not
mean a classical or other single curriculum, but
curricula that have coherence and purpose and
that reflect some conviction about what is worth
knowing, doing, and being. (AF)

ED 049 709 HE 002 154

Bucklin, Robert W. Bucklin, Mary Lou

The Psychological Characteristics of the College
Persistor and Leaver: A Review.

Pub Date 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, College
Students, *Dropouts, *Higher Education,
*Research Reviews (Publications), School
Holding Power, Student Attitudes, *Student
Characteristics, *Student Motivation

This paper reviews the research done on the
college persistor and dropout. Section I reviews
studies that tried to determine how a student's
personality affected his persistence in college or
his leaving before graduation, his social life, his
ability to adapt to the college environment, his
classroom behavior, and his ability to seek and
accept help. Section II considers the research
concerned with the relationship of the motivation
and interest of the college student to his college
success, including the establishment of occupa-
tional and educational goals and the role of the
family and cultural background. Section III
discusses the investigations of the relationship of
scholastic aptitude scores and dropout rate. Section
IV reviews research on the role that study
skills and attitudes play in college persistence.
(AF)

ED 049 710 HE 002 155

Tift, Rosa

A Preliminary Report on Predicting the Success of
College Education Achievement Project Enrol-
lees at Albany State College.

American Educational Research Association,
Washington, D.C.

Pub Date Feb 71

Note—26p.; Paper presented at the 55th Annual
Meeting of the American Educational Research
Association, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Com-
pensatory Education Programs, Disadvantaged
Youth, *Educationally Disadvantaged, Negro
Colleges, *Negro Students, *Predictive Valid-
ity, Tests

Identifiers—*Albany State College, Georgia

The College Education Achievement Project
(CEAP) is designed to raise the level of
scholastic performance of high school graduates
who are underprepared for the standard type col-
lege programs. The Project provides a program of
learning experiences for developing the learning
skills essential for college work. It is a transitional
year program during which the students can earn
some college credits. The purpose of this study
was to determine which variables were crucial to
predicting the success of CEAP enrollees at Al-
bany State College, Albany, Georgia, and to
develop criteria for the selection of those stu-
dents who could profit most from the program in
terms of their success in college. In the fall of
1969 students enrolled in the program were ad-
ministered a battery of tests. Another form of
these tests which included the STEP, CPI, and
SAT, was administered in the spring of 1970. Dis-
criminant Analysis and Chi-square Contingency
Analyses were employed in the investigation.
There were 13 predictor variables and 5 criterion
variables, and two prediction equations were ob-
tained for each of the 5 criterion scores. The
results indicated that the five best predictors
were: SAT Verbal pretests, CPI pretests, STEP-
Reading, Mathematics, and Listening gain scores
and SAT Verbal gain scores. (AF)

ED 049 711 HE 002 158

Impact of Changes in Federal Science Funding

Patterns on Academic Institutions, 1968-70.

National Science Foundation, Washington, D.C.

Report No—NSF-70-48

Pub Date Dec 70

Note—80p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (\$0.75)

EDRS Price MF-\$0.65 HC Not Available from
EDRS.

Descriptors—Expenditures, *Federal Aid, Finan-
cial Problems, *Financial Support, *Higher
Education, Problems, Research, *Sciences

This report presents the findings of two surveys
undertaken in 1969 and 1970 by the National
Science Foundation to determine the effects of
recent changes in Federal funding on various
types of institutions of higher education; on facul-
ty, graduate students, and postdoctoral fellows;
on science program direction; and on other
aspects of higher education. The findings are re-
ported for the following categories: (1) expendi-
tures for science activities; (2) budget categories
affected; (3) manpower changes; (4) staff par-
ticipation in research and teaching; (5) curtail-
ment of research projects and major research
facilities; (6) departments most seriously affected;
(7) policy changes; and (8) major effects cited by
central administration staff and department
heads. The appendices contain: (1) analytical in-
stitutional tables; (2) analytical departmental ta-
bles; (3) basic data tables; and (4) the 1970 sur-
vey instrument. (AF)

ED 049 712 HE 002 161

Transferability of Graduate Work Graded accord-
ing to Mastery. A Survey of Selected Graduate
Faculty and Institutions.

Stout State Univ., Menomonie, Wis. Graduate
School.

Pub Date Jun 70

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Rating, Admission
(School), Doctoral Programs, *Grading, Grad-
uate Students, *Graduate Study, *Higher Edu-
cation, *Transfer Policy

Identifiers—*Mastery Grading

The Graduate College at Stout State University
is considering an option to the present A-F grad-
ing system called "Mastery Grading," based on a
concept called "teaching for mastery." This in-
volves carefully defining each course in terms of

the specific competencies which the student is expected to develop as a result of instruction. Mastery grading is accomplished through evaluation devices which require the student to exhibit behavior that demonstrates he possesses the competencies. The purpose of this study was to determine the extent to which courses taught and graded according to the mastery concept would be accepted by other universities where Stout students might transfer credits or pursue further work. Sixty-two questionnaires were sent to individuals in charge of programs in audio-visual education, guidance, school psychology, industrial education, home economics, vocational education, clothing and textiles, and food service and nutrition at 40 institutions, of whom 47 responded. Questions were asked regarding (1) the probable institution policy with regard to transfer of graduate credit where a grade of "M" (mastery) was awarded; (2) the institution's likely policy with regard to allowing students with a master's degree, obtained in a program which was graded "M", to pursue a specialist or doctoral degree program; and (3) the individual's professional opinion about the concept of mastery grading in graduate courses. The results indicated that there would be relatively little difficulty for students graded with "M's" in transferring to other institutions. (AF)

ED 049 713 HE 002 170

Uhl, Norman P.

Encouraging Convergence of Opinion, through the Use of the Delphi Technique, in the Process of Identifying an Institution's Goals.

Educational Testing Service, Princeton, N.J.

Report No.—PR-71-2

Pub Date Feb 71

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Higher Education, *Institutional Role, *Objectives, *Opinions
Identifiers—*Delphi Technique

Among the purposes of this study were: (1) to investigate, in a small number of institutions with differing characteristics, what on-campus and off-campus groups perceive the goals of their institutions to be, as well as what they believe their goals should be; (2) to evaluate whether the Delphi technique produces opinion convergence among different on-campus and off-campus groups with regard to an institution's goals; (3) to provide the documentation necessary for the Regional Education Laboratory of the Carolinas and Virginia (RELVCV) to replicate the study in other institutions; and (4) to evaluate how well the preliminary form of the Institutional Goals Inventory can assess an institution's goals. This report is primarily concerned with the last three objectives. It presents: (1) the background of the study, including its relationship to RELCV Administrative-Organizational Systems (AOS) model, the development of the Institutional Goals Inventory, and a review of the Delphi technique; (2) the method; (3) the results and a discussion, including the percent of questionnaires returned, reliability estimates of goal areas, institution and group comparisons, and evaluations of the Inventory, and the Delphi technique; and (4) a summary of the results, conclusions and implications—which indicated that the instrumentation and techniques used in this study to assess the present and preferred goals of five institutions were successful. (AF)

ED 049 714 HE 002 174

DiCesare, Anthony C. And Others

Non-Intellectual Correlates of Black Student Attrition.

Maryland Univ., College Park. Cultural Study Center.

Report No.—RR-4-70

Pub Date 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Dropouts, *Higher Education, *Negro Students, School Holding Power, Self Concept, *Student Attitudes, *Student Characteristics

Identifiers—College Park, *Maryland University Black undergraduates at the University of Maryland, College Park who registered for the fall 1969 term, but not for the spring 1970 term were compared with Blacks who registered for both terms on 29 demographic and attitudinal items from the University Student Census. Thirteen percent of the Blacks were non-returnees,

compared to 15 percent of all undergraduates. The results indicated that the Blacks who returned to their studies at the University have more self-confidence and higher expectations, feel more strongly that the University, and are more likely to live on campus and make use of its facilities than do non-returning Blacks. In other words, it is likely that the Blacks who stay in school have a strong self-concept and take a more realistic look at the University and adapt to it to achieve their own goals. (Author/AF)

ED 049 715 HE 002 175

Sedlacek, William E. And Others

Black Admissions to Large Universities: Are Things Changing?

Maryland Univ., College Park. Cultural Study Center.

Report No.—RR-3-71

Pub Date 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), *Admission Criteria, *College Freshmen, *Enrollment, *Higher Education, *Negro Students, Special Programs, Universities

The purpose of this study was to determine if large, predominantly white universities had changed their admission policies for black students since 1969, and whether the number of black freshmen had changed. One hundred and ten questionnaires were sent to such institutions throughout the U.S., 107 of which returned them. Questions were asked about (1) undergraduate enrollment, new freshmen, and the number of black freshmen newly matriculated; (2) regular admission policies for freshmen; (3) special programs in which mostly blacks are enrolled and admission criteria for these programs; and (4) special admission policies for blacks if any. The findings indicated that the median percentage of black freshmen had gone from 3 percent in 1969 to 4 percent in 1970. In addition, more schools were using recommendations, extracurricular activities, and interviews, and fewer were using standardized tests, and high school grades alone as predictors for all students, including blacks. There was almost no change in the number employing open admissions (10 percent in 1969 and 12 percent in 1970). This report also discusses findings of other research studies, and issues in predicting black student success. (AF)

ED 049 716 48 HE 002 178

Hoopes, David S. And Others

A Study of the Dynamics of Inter-Institutional Cooperation for International Education Development. Final Report.

Pittsburgh Univ., Pa. Regional Council for International Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-7762

Pub Date Feb 71

Contract—OEC-0-9-097762-4410

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Coordination, *Higher Education, *Interinstitutional Cooperation, *International Education

Identifiers—*Regional Council for International Education

The purpose of this study was to increase understanding of the nature and processes of interinstitutional cooperation in higher education, particularly as related to international education development, and to suggest guidelines for the improvement of cooperative endeavors. The study dealt with the experience of the RCIE (Regional Council for International Education) and 10 selected member institutions. The RCIE is a cooperative association founded in 1959 in response to a newly identified need for colleges and universities to expand the international dimensions of education on their campuses. Chapter I examines the national and international framework for international development and interinstitutional cooperation. Chapter II describes the objectives, structure, programs, and services of the Council, and Chapter III the Council's origin and development. Chapter IV deals with international education on member campuses: the patterns of international education development, factors affecting international education, and the place of the RCIE on campus. Chapter V presents an analysis of RCIE operations, and the functions of the Council are discussed in Chapter VI. (AF)

ED 049 717 24 HE 002 180

Henderson, Algo D. Gumas, Natalie B.

Admitting Black Students to Medical and Dental Schools.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0248-10

Pub Date 71

Grant—OEG-6-10-106

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Admission (School), Admission Criteria, African American Studies, *Dental Schools, Health Services, *Higher Education, Manpower Needs, *Medical Schools, *Negro Students, Relevance (Education)

This study explores black and ethnic studies programs as a possible means of creating a pool of motivated black students to draw upon for recruitment to medical and dental schools and as an alternative to the traditional liberal arts program. Chapter I discusses the crisis in the health services, the shortage of black doctors, the lack of medical care available to the poor, and the discriminatory admission policies of dental and medical schools. Chapter II examines the relevance of various admission requirements, state licensing procedures, and the validity of aptitude tests as predictors of success in medical and dental schools. Recent changes in these policies are also discussed. Chapter III assays the influence on admissions policies of the traditional medical and dental schools models and the conventional breadth requirement. Chapter IV discusses black studies programs as a means for motivating study and service in the health professions, the relevance of behavioral science courses to premedical and predoctoral education of practitioners who must deal with social and psychological aspects of health, and multitrack programs for training health service personnel. A summary of the study and recommendations are presented in Chapter V, and the study's methodology is described in Chapter VI. (AF)

ED 049 718 HE 002 219

Report on Higher Education.

Office of Education (DHEW), Washington, D.C.

Report No.—OE-50065

Pub Date Mar 71

Note—136p. DESC: *Higher Education;

*Problems; *Educational Problems; Discriminatory Attitudes (Social); *Community Colleges; *Graduate Study

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.250:50065, \$0.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

This report by a task force funded by the Ford Foundation analyzes the problems facing the nation's system of higher education in the 1970's and discusses how well the functioning of that system matches the public interest. The problems are divided in the following categories: (1) the paradox of access, meaning that access alone does not automatically lead to a successful education; (2) the lockstep of students in college, who are there for any reason but to get an education; (3) educational apartheid, with the "college age" population being rather exclusionary; (4) the homogenization of higher education; (5) the professionalization of learning; (6) the growth of bureaucracy; (7) the illegitimacy of cost effectiveness; (8) the inner direction of graduate education; (9) the credentials monopoly; (10) the unfinished experiment in minority education; (11) barriers to women; and (12) community colleges that do not fill the specific needs of their students. The remainder of the report is devoted to a discussion of steps that must be taken to remedy the situation. (AF)

ED 049 719 24 HE 002 232

Social Values and Expectancies as Predictors of Curriculum Satisfaction and Academic Performance in Higher Education. Final Report.

Kansas State Univ., Wichita.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-F-107

Pub Date 10 Mar 71

Grant—OEG-6-70-001(509)

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Analysis of Variance, *Higher Education, Measurement Instruments, *Social Values, Student Attitudes, Student Opinion, *Student Teacher Relationship, *Teacher Evaluation

This report describes a study that was conducted to further clarify how the expectations of students interrelate with their evaluation of their professors and their satisfaction with their course of study. The study also tried to determine whether a particular program was populated by individuals with particular academic philosophies, and to validate an instrument developed to measure expectations. The analysis of the research proceeded in two major phases. The first phase involved factor analyses of the preliminary instruments and analysis of variance involving 3 basic graduate programs in the Department of Administration in which the subjects of the study were enrolled, and the degree of satisfaction which they experienced with their programs. The second phase involved intercorrelations and master factor analyses of the derived factor scales and the other unanalyzed data. These analyses involved a larger and more varied sample. (AF)

ED 049 720 HE 002 243

Wade, George H.

Residence and Migration of College Students; Fall 1968, Analytic Report.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—OE-54049-68

Pub Date Jul 70

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.254:54049-68, \$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Students, Foreign Students, *Higher Education, Migration, *Nonresident Students, *Resident Students, *Surveys

This report discusses the residence and migration of college students. Students coming from other states or countries are classified as immigrant students, and upon leaving a state as out-migrant students. Information, primarily in tabular form, is presented on (1) all students in all institutions; (2) characteristics of institutions by control and level of institution; and (3) characteristics of students in the following categories: undergraduates, first-professional students, graduate students, students by sex, and foreign students; and (4) the survey procedures. (AF)

ED 049 721 24 HE 002 244

Architectural Determinants of Student Satisfaction in College Residence Halls. Final Report.

California Univ., San Diego.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-74-075

Pub Date 29 Jan 71

Grant—OEG-9-8-071075-0063(010)

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architectural Character, *Building Design, *Dormitories, Environment, *Higher Education, *Student Opinion

The purpose of this study was to find out which environmental characteristics influence student satisfaction and which can be altered or affected by architectural design. A questionnaire was designed which measured overall student satisfaction, as well as satisfaction with 25 specific environmental variables. The object was to evaluate the need for various architectural features in residence hall design by comparing satisfaction with the individual architectural feature with overall satisfaction with the total living environment. Nine hundred and fifty students living in 43 residence halls on 8 campuses completed the questionnaire. The results indicated that student satisfaction or dissatisfaction with a particular architectural variable did not affect overall satisfaction with the total housing environment appreciably. The best predictor of overall student satisfaction was residence hall type, with students who do not consider their residence hall to be a dormitory the most satisfied. (Author/AF)

JC

ED 049 722 JC 710 083

Brooks, James Bryan

An Analysis of Community College Faculty Morale and Selected Factors.

Pub Date 70

Note—108p.; Doctoral dissertation

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-10,268, Microfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, Doctoral Theses, *Junior Colleges, *Morale, *Self Concept, Teacher Attitudes, *Teacher Morale

Identifiers—North Carolina

This study investigated the morale of 84.5 percent of 223 randomly selected North Carolina Community College faculty. The study's objectives were to: (1) determine whether differences in morale existed when faculty members were grouped according to type of faculty position (vocational, technical, college transfer), sex, age, total number of years teaching experience, total number of years at present institution, educational level, and teaching load; and (2) determine whether community college faculty members differed on self-concept scores when grouped according to selected factors. (Author/CA)

ED 049 723 JC 710 084

Brue, Eldon J. And Others

How Do Community College Transfer and Occupational Students Differ?

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-41

Pub Date Feb 71

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Junior Colleges, Student Characteristics, *Student Grouping, Terminal Students, *Transfer Students, *Vocational Education

This paper reports on an examination of the differences between and among community college students enrolled in transfer and occupational programs. Data were gathered from a sample of 924 full-time freshman and sophomore students enrolled in transfer and occupational programs in three Iowa community colleges in the spring of 1968. Seventy-nine variables were examined among students grouped by sex and program. Men differed on 44 counts, with transfer men holding higher mean scores than occupational men on 35 of 44 variables, while women differed on only 15 variables. Differences were reported regarding: personality, various competencies, interests, academic aptitude, educational aspiration, self-reported characteristics, socioeconomic background, and other factors. Important implications for junior colleges as well as 4-year colleges and for counselors in secondary schools are noted. (Author/CA)

ED 049 724 JC 710 102

Myran, Gunder A.

Community Services Perceptions of the National Council on Community Services.

Michigan State Univ., East Lansing.

Report No.—NCCS-R-3

Pub Date Jan 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Role, *Community Service Programs, *Community Services, Educational Objectives, *Educational Trends, Extension Education, *Junior Colleges, *School Community Relationship

This study identifies what two-thirds of the 300 members of the National Council on Community Services perceive to be the: (1) nature, purposes, and functions of the community college; (2) definitions of community service; (3) key elements of a community service program; (4) definitions of community need; and (5) nature and scope of community inter-relationships. Through use of these data, it is possible to identify areas of agreement or disagreement about certain components of community service and to note trends in the changing perceptions of the field. Activities that typify community service are listed as: extension centers, non-credit short courses and conferences, advisory committees, com-

munity use of college facilities, and public information programs. (CA)

ED 049 725 JC 710 103

Schmidt, Roger

The Preparation of Pre-Professional Teacher Aides in the Community College.

Pub Date [71]

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Certification, *Junior Colleges, *Paraprofessional School Personnel, *School Aides, Subprofessionals, *Teacher Aides, *Teaching Assistants

Community colleges can serve teacher aides through providing low-cost opportunities to continue their education and to take courses with immediate application to their employment. Although initial employment positions require no more than a high school diploma, teacher aides are getting additional training through local certificate programs and/or through the college's general education programs. San Bernardino City Schools created three non-certified positions: classroom aide, tutorial assistant, and community aide. It is felt that emphasis in student recruitment and program planning should be on minority and disadvantaged groups. Community colleges might also offer teacher preparation courses for those students who plan to teach after receiving their B.A., but who wish to work in the field in the meantime. Three possible courses are: introduction to education, practicum in school procedures and resources, and field experience in education. (CA)

ED 049 726 JC 710 104

Schmidt, Roger

A College Within a Community College Experiment.

Pub Date [71]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cluster Grouping, *College Planning, *Experimental Programs, *Junior Colleges, Program Development, *School Organization

Identifiers—California

In the fall of 1965, San Bernardino Valley College conducted a modified "college within a college" experiment with six faculty and 34 students participating. It was hypothesized that a smaller unit, with access to the facilities of a larger unit, would have a basis for establishing an interdependence and sense of community. This pilot program had three objectives: (1) establishment of an interdisciplinary program; (2) intensification of student-to-student relationships and establishment of a climate for more open and frequent contacts between students and faculty; and (3) the discovery of whether students in such programs continue their education and learn more than students who do not have such privileged and integrated instruction. Follow-up statistics showed that an educational experience that fosters a sense of community contributes to the lowering of drop-out rates. A description of program organization is offered, as are critical comments and suggestions for improvement. (CA)

ED 049 727 JC 710 105

Pyle, Gordon B.

Action Steps For Reaching the Disadvantaged in Colorado.

Colorado State Board for Community Colleges and Occupational Education, Denver.

Pub Date Mar 70

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Planning, *Disadvantaged Youth, *Educational Development, *Educational Improvement, *Junior Colleges, *Relevance (Education)

Identifiers—Colorado

This report gives information on the employment and educational situation in Colorado and offers the State Board for Community Colleges and Occupational Education the following suggestions for solving various problems: out-reach programs; coordinated programs of work, study, and recruitment; relevant short courses and long term vocational and technical programs for the disadvantaged; day-care centers; use of varied media to inform disadvantaged students of financial aid; employment of personnel and enrollment of minority students in proportions at least equal to their respective populations within the commu-

nity; emphasis on ethnic studies; developmental and tutorial programs; and non-punitive grading systems. (CA)

ED 049 728 JC 710 106

Bromley, Ann

Survey of Student Rights, Freedoms and Involvements.

Santa Fe Junior Coll., Gainesville, Fla.

Pub Date [71]

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, *Governance, *Junior Colleges, *Perception, *Student College Relationship, *Student Participation
Identifiers—Florida, Texas

A survey questionnaire designed to determine whether faculty, students, and administrators were aware of the policies governing student rights, freedoms, and involvements at their college was responded to by 143 students and 142 faculty members from El Centro Junior College in Texas and Santa Fe Junior College in Florida. Data showed that there is no definite knowledgeable understanding of the rights, freedoms, and involvements among the respondent junior college students and faculty at the colleges sampled. From the findings of this limited study and from observations, it is felt that there is not a high correlation between campus unrest and lack of information. (CA)

ED 049 729 JC 710 107

Vaughan, George B.

Some Philosophical and Practical Concepts for Broadening the Base of Higher Education in Virginia.

California Univ., Los Angeles, ERIC Clearinghouse for Junior Coll. Information.

Report No.—Topical-Pap-19

Pub Date Mar 71

Note—107p.

Available from—UCLA Students' Store - Mail Out, 308 Westwood Plaza, Los Angeles 90024 (Price available on request)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Planning, College Role, *Educational Development, *Educational Objectives, Educational Responsibility, *Junior Colleges, *Master Plans
Identifiers—*Virginia

This topical paper is a record of the events leading to the creation of a statewide system of publicly supported comprehensive community colleges for Virginia. Commission and legislative reports are reviewed, as are contributions made by influential state legislators, educational leaders, and outside consultants. The plan finally enacted provided for: (1) comprehensive institutions, and (2) a statewide master plan for the establishment of community colleges. This study is a historical record for Virginia, but it can also serve as a model for other states to document the development of their community college plans. (CA)

ED 049 730 JC 710 108

Bromley, Ann, Ed.

A Day at Santa Fe: A Discussion on the Major Issues Confronting America's Junior Colleges.

Santa Fe Junior Coll., Gainesville, Fla.

Pub Date 71

Note—189p.

Available from—Institute of Higher Education, College of Education, University of Florida, Gainesville, Florida 32601 (\$2.50)

Document Not Available from EDRS.

Descriptors—Admission Criteria, *College Role, Community Involvement, Educational Innovation, *Educational Needs, *Educational Objectives, *Educational Trends, Fees, Institutional Role, *Junior Colleges, Social Action, Student Needs
Identifiers—Florida

Thirteen junior college authorities participated in a series of lectures presented at Santa Fe Junior College (Florida) during the 1969-70 academic year. The topic, "What is the major challenge facing America's junior colleges in the 1970s?" evoked responses very different in emphasis and detail, but similar in theme. The discussions concerned: (1) junior college as an effective instrument of social change; (2) the junior colleges' need to match good on their "open-door" policy; (3) rising fees that endanger those students most dependent on higher education; (4) junior colleges' need to know more about the stu-

dent populations they serve before planning their programs; (5) primary commitment to the needs of the students and not to the passing whims of various publics; (6) need to rediscover the potential of the community; (7) major emphasis on the implementation of institutional objectives rather than on the resolution of internal and external conflicts; (8) preservation of the junior college's uniqueness and the need for its rededication to the purposes for which it was created; and (9) the need for a new model in education and the development of human growth facilitators as a substitute for the present crop of teachers, administrators, and counselors. A common theme of the junior college as a people's institution for continuing and continuous education was expressed. (Author/CA)

ED 049 731 JC 710 109

MacMillan, Thomas F.

Institutional Research as the Field Performs It: A Friendly Look at Ourselves in the California Community Colleges.

Santa Barbara City Coll., Calif. Office of Research and Development.

Pub Date Apr 71

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Surveys, *Cost Effectiveness, Evaluation, Instructional Design, *Junior Colleges, Literature Reviews, *Research Projects, *Research Reviews (Publications), *Student Characteristics
Identifiers—*California

The research reports reviewed in this paper are based on responses to a letter from the chairman of the California Junior College Association Committee on Research and Development to each community college in California, asking for a set of recently completed research papers. Between 1968-71 a number of specific publications attempted to bring a program budgeting concept closer to higher education. Several cost model formulas are presented. The most common research reported from California researchers is on student characteristics. Examples of questions asked and their responses are presented. Other surveys report on: performance on standardized tests; grading patterns; transfer follow-ups; grade-point differential; follow-ups of employed graduates; drop-outs; nature of instruction; process of evaluation for the Extended Opportunities Programs and Services provided for under Senate Bill 164; and surveys of community opinion regarding colleges, programs, and services. This is the first attempt by CJCA to make a periodic review of the literature available to the field. (CA)

ED 049 732 JC 710 110

Burns, Martha A.

New Careers in Human Service: A Challenge to the Two-Year College. A Preliminary Report.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Report No.—R-8

Pub Date Mar 71

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Planning, Health Services, *Human Services, *Junior Colleges, *Nonprofessional Personnel, Paramedical Occupations, Paraprofessional School Personnel, Recreation, Social Services, *Vocational Education

This preliminary report, conducted over a 1-year period, involves the identification and study of educational programs that are preparing paraprofessional personnel for human service occupations. The objectives are to describe the present status of human service occupational education, to anticipate the direction human service education will take in relation to emerging human needs, and to propose curricular patterns to meet these evolving priorities. One hundred ninety-four colleges in 36 states and Canada have a total of 1006 human service programs in the following 12 general fields: child day-care center and homemaking services; communication and transportation; education; environmental services; fire prevention and safety; government service; hotel, motel, and food service; institutional services; law enforcement and corrections; medicine; recreation and parks; and social work. Human service curricula within the colleges surveyed reflected four curricular emphasis patterns: laboratory-practicum; general education; general-specialized; and specialized education. (Author/CA)

ED 049 733 24 JC 710 111

Heinkel, Otto A. Pearson, Richard H.

Analysis of Prospective and Present Students in the San Diego Junior Colleges Relative to Their Vocational Programs. Final Report.

San Diego Community Coll., Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-1-008

Pub Date Mar 71

Grant—OEG-9-9-140008-0046(057)

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Expectation, *Freshmen, *Junior Colleges, Prediction, *Probability, Students, *Success Factors, *Vocational Education

The main purpose of this study was to develop predictive expressions for community college curricula, particularly in the vocational areas, that would indicate the probable success of entering freshmen. The study, conducted at San Diego City and San Diego Mesa Colleges during 1967-68, included 2,279 students. The subjects were divided into groups based on enrollment program, sex, and ethnic group. Step-wise regression was applied to 12 predictor variables including: American College Test (ACT) scores, high school grades, educational and economic level of parents, age of students, units of enrollment, and hours of outside employment. The study indicates that: (1) ACT scores do not significantly improve the validity of predictive expressions based exclusively on non-test variables; and (2) expressions developed from the 12 predictor variables have no greater accuracy than the simple prediction that all students will receive a grade point average of 2.00 or better. (Author/CA)

ED 049 734 JC 710 112

Fader, Daniel

Shaping an English Curriculum to Fit the Junior College Student.

American Association of Junior Colleges, Washington, D.C.; California Univ., Los Angeles, ERIC Clearinghouse for Junior Coll. Information.

Pub Date Jun 71

Note—4p.

Journal Cit—Junior College Research Review; v5 n10 June 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English Curriculum, *Individualized Instruction, *Junior Colleges, *Remedial Instruction, Research Reviews (Publications), *Teaching Methods

No great changes can occur in English curricula until there are significant changes in form. This review stresses the shaping of curricula to the student rather than the student to the curricula. Remedial English and individualized instruction are specifically discussed. The most serious consequence of misunderstanding in remedial English is the attempted remediation of the symptom (poor performance) rather than the disease (inadequate motivation). A solution is the abolishment of homogeneous remedial classes, with their problem of reinforcing failure, and the establishment of heterogeneous classes whose cooperative learning situation enables remedial and better qualified students to share equally in the costs and profits of learning. There is a need for further reorganization of the physical environment to guarantee individualized instruction to each student. Based on a conviction that students learn best when exposed to a wide range of learning situations, rather than to a large-group, single-teacher approach, a suggestion is offered to recruit teaching assistants and reorganize a schedule for teaching and learning. (CA)

ED 049 735 JC 710 113

Allen, Kenneth W.

Use of Community College Libraries.

Pub Date 71

Note—159p.

Available from—The Shoe String Press, Inc., 995 Sherman Avenue, Hamden, Connecticut 06514 (\$5.00)

Document Not Available from EDRS.

Descriptors—*College Libraries, *Junior College Libraries, *Junior Colleges, *Libraries, Library Facilities, *Library Surveys, Student Attitudes, Teacher Attitudes, Use Studies
Identifiers—Illinois

The primary purposes of this investigation are to identify student and faculty attitudes toward the community college library and to determine

faculty and student use of the library. Information was gathered from students and faculty in three junior colleges in Illinois during the fall semester 1969-70. Examination of existing facilities finds many inconsistencies in community college libraries. It was found that full-time students have more favorable attitudes and make greater use of the library than part-time students. There are no significant differences between sophomores and freshmen; students in transfer curricula and other curricula; faculty with higher levels of educational background and those with lower levels; and faculty in humanities divisions and in other divisions. The following recommendations are made: (1) more attention should be devoted to meeting the library needs of all students; (2) additional study facilities should be provided for community college students in facilities other than the library; (3) students should be more than "encouraged" to use the library facilities; and (4) the size of the collection should not be the most important factor in determining the effectiveness or quality of a library. (CA)

ED 049 736 JC 710 114

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Acting Fundamentals.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acting, *Behavioral Objectives, *Dramatics, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Ruth Greening. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in a related course see: ED 033 682 (Beginning Acting). (MB)

ED 049 737 JC 710 115

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in African History.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African History, *Behavioral Objectives, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Janice Sumler and Lauren Weisberg. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in this course see: ED 033 701 (African History). (MB)

ED 049 738 JC 710 116

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Art Structure.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date 71
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, *Behavioral Objectives, *Design, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. The objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 689 (Beginning Design); ED

033 690 (Beginning Drawing); JC 710 119 (Beginning Drawing); and JC 710 123 (Design). (MB)

ED 049 739 JC 710 117

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Auto Mechanics.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auto Mechanics, *Behavioral Objectives, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

ED 049 740 JC 710 118

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Basic Offset Printing.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Graphic Arts, *Junior Colleges, *Printing

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Donald M. Lovelee. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in a related course see: JC 710 132 (Lithographic Photography). (MB)

ED 049 741 JC 710 119

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Beginning Drawing.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, *Behavioral Objectives, *Freehand Drawing, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Dean S. Detrick, Jr. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 689 (Beginning Design); ED 033 690 (Beginning Drawing); JC 710 116 (Art Structure); and JC 710 123 (Design). (MB)

ED 049 742 JC 710 120

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in College Mathematics.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *College Mathematics, *Junior Colleges, *Mathematics, *Mathematics Instruction

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the

skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 683 (College Algebra); ED 033 687 (Calculus and Analytic Geometry); ED 033 698 (Geometry); JC 710 129 (Intermediate Algebra); and JC 710 130 (Introduction to Mathematical Thinking). (MB)

ED 049 743 JC 710 121

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Computer Appreciation.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Computer Oriented Programs, *Computer Science, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

ED 049 744 JC 710 122

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Dental Assisting.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Dental Assistants, *Dentistry, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

ED 049 745 JC 710 123

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Design.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, *Behavioral Objectives, *Design, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by John Christenson. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 689 (Beginning Design); ED 033 690 (Beginning Drawing); JC 710 116 (Art Structure); and JC 710 119 (Beginning Drawing). (MB)

ED 049 746 JC 710 124

Starkweather, Ann, Comp.
Instructional Objectives for a Junior College Course in Electronics.
California Univ., Los Angeles. ERIC
Clearinghouse for Junior Coll. Information.
Pub Date Jun 71
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Electronics, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

ED 049 747 JC 710 125

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in English Composition.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Composition (Literary), *English, *English Instruction, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 692 (Remedial English); ED 033 693 (English [Subject A]); ED 033 694 (English Composition); and JC 710 127 (Grammar and Composition). (MB)

ED 049 748 JC 710 126

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in General Biology.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Biological Sciences, *Biology, *Biology Instruction, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in a related course see: ED 033 686 (Biology [First Semester]). (MB)

ED 049 749 JC 710 127

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Grammar and Composition.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Composition (Literary), *English, *English Instruction, *Grammar, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Donald M. Desfor. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 392 (Remedial English); ED 033 393 (English [Subject A]); ED 033 394 (English Composition); and JC 710 125 (English Composition). (MB)

ED 049 750

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Health.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Health, *Health Education, *Junior Colleges

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Carole Schmidt. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in this course see: ED 033 700 (Health). (MB)

ED 049 751

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Intermediate Algebra.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algebra, *Behavioral Objectives, *Junior Colleges, *Mathematics, *Mathematics Instruction

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 683 (College Algebra); ED 033 678 (Calculus and Analytic Geometry); ED 033 698 (Geometry); JC 710 120 (College Mathematics); and JC 710 130 (Introduction to Mathematical Thinking). (MB)

ED 049 752

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Introduction to Mathematical Thinking.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Junior Colleges, *Mathematical Concepts, *Mathematics, *Mathematics Instruction

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in related courses see: ED 033 683 (College Algebra); ED 033 687 (Calculus and Analytic Geometry); ED 033 698 (Geometry); JC 710 120 (College Mathematics); and JC 710 129 (Intermediate Algebra). (MB)

ED 049 753

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Introduction to Physiology.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anatomy, *Behavioral Objectives, *Junior Colleges, *Physiology

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

JC 710 128

JC 710 129

JC 710 130

JC 710 131

lum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in a related course see: ED 033 711 (Physiology [First Semester]). (MB)

ED 049 754

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Lithographic Photography.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Graphic Arts, *Junior Colleges, *Photography, *Printing

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Donald M. Lovelee. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in a related course see: JC 710 118 (Basic Offset Printing). (MB)

ED 049 755

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Marriage and Family Life.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Family Life, *Family Programs, *Junior Colleges, *Marriage

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Alfonso Roda. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

ED 049 756

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Mexican American Studies.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Junior Colleges, *Mexican American History

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Patricia Lopez. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

ED 049 757

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Major American Authors.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information. Pub Date Jun 71
Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Literature, *Behavioral Objectives, *Junior Colleges, *Literature

JC 710 132

JC 710 133

JC 710 134

JC 710 135

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

ED 049 758 JC 710 136

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in Office Machines.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Pub Date Jun 71

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Business Education, *Junior Colleges, *Office Machines

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA by Charles Rohr. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. (MB)

ED 049 759 JC 710 137

Starkweather, Ann, Comp.

Instructional Objectives for a Junior College Course in United States Government.

California Univ., Los Angeles. ERIC

Clearinghouse for Junior Coll. Information.

Pub Date Jun 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Government (Course), *Behavioral Objectives, *Junior Colleges, *Political Science

These instructional objectives have been selected from materials submitted to the Curriculum Laboratory of the Graduate School of Education at UCLA. Arranged by major course goals, these objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate other instructional units into specific measurable terms. For other objectives in a related course see: ED 033 712 (American Institutions [Political Science]). (MB)

ED 049 760 JC 710 138

Phair, Tom S.

A Profile of California Community College Faculty.

Pub Date [71]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Faculty, Individual Characteristics,

*Junior Colleges, *School Surveys, *School Systems, Teacher Attitudes, Teacher Behavior,

*Teacher Characteristics

Identifiers—*California

To begin this profile of California community college faculty, the following characteristics of the colleges themselves are described: setting, size, organization, governance, and location. The following faculty characteristics are discussed: number, sex, personal factors, marital status, educational level, experience, parents, educational specialization, geography, class size and teaching load, salaries, retention of faculty, and choosing new faculty. The author offers a projection of new faculty for the future. (CA)

ED 049 761 JC 710 139

Johnson, Charles N.

Success Breeds Success: Basic Studies. 1970-71 Report.

Tarrant County Junior Coll. District, Ft. Worth, Tex.

Pub Date Jun 71

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Basic Skills, *Compensatory Education, Compensatory Education Programs,

*Educational Innovation, *General Education,

*Junior Colleges, Program Development

Identifiers—*Texas

Tarrant County Junior College (TCJC) South Campus in Texas offers a special Basic Studies program for its high-risk students. The program courses are "college level," have transfer credit, and are positive in nature as opposed to the traditional compensatory, remedial approach. There is an in-depth discussion of: the Basic Studies program at TCJC; staff requirements; data concerning the Basic Studies students during the 1970-71 academic year; and an evaluation of the program based on follow-up studies, student responses to questionnaires, and opinions of faculty involved with the program. (CA)

ED 049 762 JC 710 140

Snyder, Fred A. And Others

Community Attitudes Toward the Community College.

Harrisburg Area Community Coll., Pa.

Report No—RR-8

Pub Date 71

Note—62p.

Available from—Harrisburg Area Community College, 3300 Cameron Street Road, Harrisburg, Pennsylvania 17110 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Attitudes, Community Study, *Community Surveys, *Junior Colleges, *Public Relations, *School Community Relationship

Identifiers—*Pennsylvania

The purpose of this study is to determine what people know and think about Harrisburg Area Community College (Pennsylvania) and its programs. The findings are to be used to establish or modify priorities for continued institutional development. Eight community groups were surveyed: high school students, high school professional staff, self-employed professionals, executives of business and industry, school board members, parents of current H.A.C.C. students, labor union members, and the adult black population. The study has shown that: (1) high school students have a lower level of awareness and approval of H.A.C.C. than do adults; (2) the function of the college seems to be widely accepted by the community; (3) a particular need for educational services is revealed, which, while valid, has been difficult to fulfill; (4) the majority found the cost of tuition and fees acceptable but financial aid for low-income students is needed; (5) the commuting distance to H.A.C.C. is generally acceptable; and (6) proportionately four times as many white students as black planned to attend H.A.C.C. Recommendations are made and copies of the survey instrument are included. (Author/CA)

LI

ED 049 763 LI 002 725

Guidelines for Insuring Intellectual Freedom in Missouri's Libraries.

Missouri Library Association, Columbia.

Pub Date 69

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, *Censorship, Conformity,

*Libraries, Library Associations, *Library Col-

lections, *Social Responsibility

Identifiers—Missouri Library Association

A statement of policy was developed by the Intellectual Freedom Committee of the Missouri Library Association as a means of carrying out its assigned responsibility "to make available such assistance and direction as deemed necessary and proper to any citizen of Missouri involved in a censorship incident." The Association is directly concerned with the freedom of all members of a democratic society to read what they will in the course of making the social, educational, and political judgements on which that society is based. There is evidence that books and libraries are the chief bastion against the pressures toward conformity which are in large part overwhelming the motion picture, radio and television, and the press. Only in libraries can the interested citizens hope to find all the relevant facts concerning current controversial issues. It is appropriate that librarians should deem their freedom, and that of their libraries, of the utmost importance to the continued existence of democracy. (Author).

ED 049 764

Oberender, W.

Results of a Feasibility Study for a National Materials Data Bank of the Federal Republic of Germany.

Battelle-Institut e.V., Frankfurt (West Germany).

Pub Date 70

Note—13p.; Paper presented at the Second International Codata Conference on Generation, Collection, Evaluation and Dissemination of Numerical Data for Science and Technology, St. Andrews, Scotland, 7th to 11th September, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Data Bases, *Feasibility Studies, *Information Centers, Information Needs, Information Retrieval, Information Storage, Information Systems, Information Utilization, *Metals

Identifiers—*West Germany

The objectives of this study were to submit all the information necessary for making a decision on the establishment of a comprehensive materials data bank for West Germany. The problems investigated were: determination of the present state of the art, examination of a number of systems and other resources existing in the subject, site visits to similar centers in the U.S., determination of needs and requirements, evaluation of storage and retrieval requirements, development of an overall concept for the data bank, a cost analysis, and development of initiation and implementation plans. The study showed a demand for information on material and their properties that the basic requirements for a data bank can be satisfied. The advantages of the data bank are better and easier selection of material, better and a more complete survey of the materials supply, and better fundamentals for obtaining information on trends of development, for research and development planning and for standardization in the field of materials. (AB)

ED 049 765

LI 002 727

Library Services for the Blind and Physically Handicapped: A Comprehensive Program for Pennsylvania.

Pennsylvania Univ., Philadelphia. Fels Inst. of Local and State Government.

Spons Agency—Pennsylvania State Library, Harrisburg.

Pub Date 70

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Blind, Hospitals, *Institutionalized

(Persons), *Library Services, Nursing Homes,

*Physically Handicapped, Public Libraries, Regional Libraries, Schools, Welfare Agencies

Identifiers—*Pennsylvania

The major findings and recommendations of a study to develop a comprehensive plan for library services for the blind and physically handicapped of Pennsylvania are presented. The study was undertaken at the request of the Pennsylvania State Library, and was financed by funds provided through Title IVB of the Library Services and Construction Act. Findings and recommendations in the report are based on a broad-based study of law and policies, standards, clientele needs, program content, organizational structure, and finance. Two special inquiries were undertaken for the project: (1) a detailed examination of clientele records of the Regional Libraries in December, 1968, for the purpose of obtaining information on the numbers, kinds, and distribution of library patrons, and (2) a questionnaire survey of more than 2,000 public libraries, hospitals, schools, nursing homes, and welfare agencies in Pennsylvania, Delaware and West Virginia to obtain information on clientele needs and agency resources. The data from those surveys are summarized in a group of tables in the Appendix to this report. (Author)

ED 049 766

LI 002 728

Two Year Report, 1968-1970.

Five Associated Univ. Libraries, Syracuse, N.Y.

Pub Date 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Library Acquisition, *Library

Cooperation, *Library Networks, *Library

Planning, *Objectives, Resources, Systems

Development

Identifiers—FAUL, *Five Associated University Libraries

Each of the objectives of the Five Associated University Libraries (FAUL) is discussed in terms of the effort FAUL has made to attain them during the past twenty-six months. These are: (1) to develop coordinated acquisitions policies, (2) to develop means for sharing resources, (3) to develop shared storage facilities, (4) to develop easy and rapid communications systems among the membership, (5) to develop compatible machine systems, (6) to explore and develop other areas of cooperation, and (7) to develop a coordinated policy for long-range growth. Fiscal year 1970-71 will be decisive for FAUL, as it gropes for an identity. Embedded in this procedure is a continual testing of the limits which cooperative acts can reach and a concomitant gradual delineation of what each library's objectives are in joining together. (AB)

ED 049 767 LI 002 729

Dinka, Tesfaye Okateu, Davut
An Analysis of Book Storage and Transportation Requirements of the Five Associated University Libraries.

Five Associated Univ. Libraries, Syracuse, N.Y.

Report No.—FTM-70-3

Pub Date Aug 70

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, Cost Effectiveness, *Decision Making, *Libraries, Library Cooperation, Library Facilities, Library Materials, Library Networks, *Library Services, *Library Technical Processes, Management, Microforms, *Models, Systems Approach, University Libraries

Identifiers—FAUL, Five Associated University Libraries, *Library Automation

The major objectives of the study were to produce a storage/transportation model which minimized (1) the cost of storage space for book materials, and (2) cost of transportation for book materials. In minimizing these costs, they are considered in relation to the time required to provide service. The data used in the study include land and construction costs, library space usage and transportation data. These data analyzed on an annual cost-per-volume basis enabled a comparison of all of the alternative models on a common denominator. Two versions of the final model are presented. The first presents a solution to the delivery problem at the current rate of transaction between the five member libraries. Of the alternatives studied, United Parcel Service provides the optimum time-cost trade-off in this case. The second version proposes that a high density storage library be built, incorporating a computer-controlled Randtriever system. This configuration solves not only the storage space problem but also enables the utilization of FAUL-operated vehicles, offering the cheapest and fastest delivery service when the loads are high enough. The centralization of these materials-handling services can also support other services which the libraries may wish to consider, e.g., computerized coordinated acquisitions, serials control, status file interrogation and microform services. (Author/AB)

ED 049 768 LI 002 730

Willen-Hart, Marion

Cooperative Resource Development in the Five Associated University Libraries: A Study with Recommendations.

Five Associated Univ. Libraries, Syracuse, N.Y.

Pub Date Sep 70

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Librarians, *Library Acquisition, *Library Collections, *Library Cooperation, Library Networks, *Library Services, Research, *University Libraries, Use Studies

Identifiers—FAUL, *Five Associated University Libraries

The three objectives of this study of the Five Associated University Libraries (FAUL) are: (1) an evaluation of the FAUL Acquisition Committee; (2) a feasibility study of cooperative resource development; and, (3) guidelines and recommendations to analyze the research collections. It is determined that for effective co-operative resource development, FAUL must assign priority of fulfillment to its goals of (1) increased value, (2) attainment of optimum collection size, (3) improved resources and services, (4) consideration of user needs for a more relevant system, (5) adequate budget allocations for research

resources, (6) controlled special collections, (7) improved acquisitions and dissemination procedures, (8) increased research and development, (9) fostering professional education of all library personnel and (10) determination of comprehensive plan that enjoys the total commitment of the five university libraries. (SG)

ED 049 769 LI 002 731

Rationalizing Research Libraries in the 70's.

Five Associated Univ. Libraries, Syracuse, N.Y.

Pub Date [71]

Note—41p.; Proceedings of a Symposium Sponsored by the Five Associated University Libraries, Nov. 12, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Interlibrary Loans, *Library Cooperation, *Library Planning, Library Services, *Research Libraries, Symposia, *University Libraries

This symposium attempts to bring librarians and university presidents together, to alert the presidents to some of the conditions that have blocked librarians from more daring, and presumably more fruitful, cooperative ventures; to seek their understanding and concern for those considerations, and to elicit council, encouragement or discouragement to continue, and assistance in overcoming those barriers deemed surmountable. To accomplish this, this paper enumerates four possible cooperative library projects that librarians cannot implement by themselves. These projects include: (1) jointly owned and operated library facility for high density storage and special collections, (2) joint computer facilities, (3) cooperative collection development and (4) cooperative long-range planning. (MF)

ED 049 770 LI 002 732

Evans, Frank B., Comp.

The Administration of Modern Archives: A Select Bibliographic Guide.

National Archives and Records Service (GSA), Washington, D.C. Office of the National Archives.

Pub Date 70

Note—220p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Administration, *Archives, Bibliographies, *Information Storage, Librarians, Libraries, Library Guides, Library Technical Processes, Recordkeeping, Records (Forms)

Identifiers—*Library Administration

An effort has been made to include all writings that have contributed to, or illustrate the development of, archival principles and techniques in the U.S. The major part of the guide is organized according to archival functions, rather than according to types of archival agencies. However, writings dealing exclusively with one type of records and archives—government, business, college and university, church—are listed under the appropriate chapter. The guide includes the most relevant writings published through June 1969. (Author/MF)

ED 049 771 LI 002 733

Henkle, Herman H.

Report on Program Planning for the James Jerome Hill Reference Library.

James Jerome Hill Reference Library, St. Paul, Minnesota.

Pub Date Dec 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, Consortia, Library Cooperation, *Library Networks, *Library Planning, *Library Programs, Library Services, Library Surveys, *Program Planning, *Research Libraries, University Libraries

Identifiers—*James Jerome Hill Reference Library

The program planning phase to improve service programs includes the recommendations that the Trustees of the James Jerome Hill Reference Library: (1) commit the physical facilities and administrative organization to serve as headquarters for the cooperative program of academic libraries, specifically the Cooperating Libraries in Consortium, Inc. (CLIC) and such other libraries as may become affiliated with the Consortium; (2) devote its service resources to serving as the central reference services and switching center for this group of libraries and their respective constituents; (3) modify its policy of non-lending, subject to review of specific materials required

for its reference and information services program; (4) commit the library to close liaison with other agencies involved in regional and cooperative library services, including, but not necessarily restricted to, Minnesota Higher Education Coordinating Commission, Cooperative Libraries in Consortium, Inc., and Metropolitan Library Service Agency, Inc. (Author)

ED 049 772

LI 002 734

Henkle, Herman H.

Special Report to the Board of Trustees, the James Jerome Hill Reference Library.

James Jerome Hill Reference Library, St. Paul, Minnesota.

Pub Date Jun 70

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consortia, *Library Networks, *Library Planning, *Library Programs, *Program Planning, *Research Libraries

Identifiers—*James Jerome Hill Reference Library

Prepared specifically for the Planning Committee, the Board of Trustees and the administration and staff of the James Jerome Hill Reference Library, this report reiterates statements and suggestions made in previous reports, but the restatement places emphasis on the sharpening of the Trustees' understanding of the program's objectives. Topics defined include: A Library Network, The Development of Collections, Centralized Processing, Central Reference Services, Switching Center Services, Cooperative Storage, Improvement of Communications Facilities, Exploitation of New Technology, and Notes on Financing Services. (MF)

ED 049 773

LI 002 735

Henkle, Herman H.

Final Report to the Board of Trustees, the James Jerome Hill Reference Library.

James Jerome Hill Reference Library, St. Paul, Minnesota.

Pub Date Mar 71

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, Consortia, Library Cooperation, *Library Networks, *Library Planning, *Library Programs, Library Services, *Program Planning, *Research Libraries, University Libraries

Identifiers—*James Jerome Hill Reference Library

The final report on program and operations planning for the James Jerome Hill Reference Library attempts to: (1) review the general sequence of events in the planning and implementing of the new program, (2) bring together a number of memoranda and other statements previously presented to committees, and (3) assess the future potential of the infant program. The report makes no recommendations. The six appendices are: (1) Preliminary Memorandum on Building Policy; (2) Notes Introductory to an Acquisition Policy; (3) Memorandum on Acquisition Policy; (4) Special Report: Use of General and Reference Collections by Reference Librarians; (5) Special Report on Implementation of Service Policy, and (6) Policy Statements adopted by the Board of Trustees on August 18, 1970. (MF)

ED 049 774

LI 002 736

Information Requirements of Social Scientists in Government Departments.

Bath Univ. of Technology (England). Univ. Library.

Report No.—RR-2

Pub Date Mar 71

Note—29p.; Investigation into Information Requirements of the Social Sciences

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, *Government (Administrative Body), *Information Needs, *Information Services, Interviews, Problems, Research, *Social Sciences

Identifiers—England

The Investigation into Information Requirements of the Social Sciences (INFROSS) set out to obtain a general idea of information requirements in all the social sciences. This document, research report no. 2, focuses upon the information needs of social scientists in government departments. All the main government agencies in London believed to employ a significant number of social scientists were contacted. Interviews

were then conducted which revealed that government social scientists are generally well served by information systems. Library and information facilities are excellent and well used. Informal communication within departments is good. Two problems face government social scientists: (1) information they need is often not available in the form they require, and (2) the non-comparability of statistical information. Improved bibliographic services and more up-to-date abstracting and indexing services would help answer some of the information needs of social scientists in the government. (Data obtained from the interviews is appended in tabular form.) (SG)

ED 049 775 **LI 002 737**
Information Requirements of College of Education
Lecturers and Schoolteachers.

Bath Univ. of Technology (England). Univ. Library.

Report No.—RR-3

Pub Date Feb 71

Note—28p.; Investigation into Information Requirements of the Social Sciences

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, *Information Needs, Information Utilization, Interviews, Problems, *Research, *Social Sciences, *Teacher Educators, *Teachers
Identifiers—England

Lecturers in colleges of education were surveyed using semistructured, group (3-5 persons) interviews. Information requirements for lecturers involved in research means the retrieval and use of large numbers of facts or references. Lecturers engaged in teaching only, however, need to know where to find specific pieces of information. The problem for college of education lecturers is that they require a relatively small amount of information from a large body of information. The amount must be small enough to be assimilated in a restricted time, but comprehensive enough to avoid distortion. Lecturers reflect the following attributes in seeking information: (1) restricted time for gathering and use; (2) lack of motivation for information seeking; and (3) limited informal contacts with colleagues. School teachers were also interviewed in groups, using an exploratory approach so that rather subjective impressions resulted. Because only a small number were interviewed, the results are presented here more to provoke further study than to give a representative sample of information needs. For school teachers, information gathering must require minimal effort and low motivation, and it must be relevant and show little distortion. (SG)

ED 049 776 **LI 002 738**

The Information Needs of Social Workers.

Bath Univ. of Technology (England). Univ. Library.

Report No.—RR-4

Pub Date Feb 71

Note—17p.; Investigation into Information Requirements of the Social Sciences

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Countries, *Information Needs, Information Services, Interviews, Problems, Research, *Social Sciences, *Social Workers
Identifiers—England

Semistructured, group interviews of a small number of social workers attempted to discover their information needs, problems and possible solutions. Results reported in this document are little more than impressionistic and indicative because of the small number of social workers interviewed and the type of information gathered. The major problem of social workers involves research information—what has been done, what results have been reported, and what research is in progress on any particular topic. In attempting to formulate a solution, three factors about social workers as regards information must be kept in mind: (1) lack of motivation for searching; (2) shortage of time for reading; and (3) overwhelming preference for informal communication. To reach solutions to the information problems of social workers, it is suggested that new trial services be developed and then evaluated in terms of their effect. (SG)

ED 049 777 **LI 002 739**

Fathisoff, Sylvia G.

Appraisal of the Effectiveness of CODE: The Coordinated Delivery System for the South Central Research Library Council, January to December 1970.

South Central Research Library Council, Ithaca, N.Y.

Report No.—SCRLC-PAM-3

Pub Date 19 Apr 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Interlibrary Loans, *Library Cooperation, *Library Networks, Library Services, *Public Libraries, Special Libraries, Special Services, *University Libraries

Identifiers—CODE, Coordinated Delivery System, *Delivery Services, New York, South Central Research Library Council

A major concern of the South Central Research Library Council in establishing an interlibrary loan network was the development of a Coordinated Delivery system (CODE). Several means of delivery were considered—the U.S. mails, commercial trucking (Greyhound, United Parcel Service), and use of the public library system's delivery services. A combined use of the public library system's service and United Parcel Service was accepted and became operational at the end of January 1970. This method, with a subcommittee established to work out details regarding acceleration of delivery times, was considered the most satisfactory. The advantages are that it reduces some costs, allows for personal interchange between the libraries, and fosters shared resources of both the public and academic libraries of the region. (SG)

ED 049 778 **LI 002 740**

Tudor, Dean

Planning-Programming-Budgeting Systems.

Council of Planning Librarians, Monticello, Ill.

Pub Date Mar 70

Note—20p.; Exchange Bibliography 121

Available from—Council of Planning Librarians, Post Office Box 229, Monticello, Illinois 61856 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Decision Making, Information Needs, *Management Systems, *Planning, *Program Budgeting, *State Agencies
Identifiers—*Planning Programming Budgeting Systems, PPBS

Planning Programming and Budgeting Systems (PPBS) have been considered as either synonymous with abstract, advanced, mathematical systems analysis or as an advanced accounting and control system. If PPBS is to perform a useful function, both viewpoints must be combined such that a number of standardized procedures and reports are required and advanced analytical techniques are used when needed for attainment of excellence in planning, resource allocation and management of operations. The 210-item bibliography serves to inform state agencies of the availability and wide scope of PPBS and its applications as a means of utilizing this new management technology in state planning. (A supplemental bibliography is provided in LI 002 741.) (AB)

ED 049 779 **LI 002 741**

Tudor, Dean

Planning, Programming, Budgeting Systems (A Supplemental to Exchange Bibliography No. 121 of March 1970).

Council of Planning Librarians, Monticello, Ill.

Pub Date Apr 71

Note—6p.; Exchange Bibliography 183

Available from—Council of Planning Librarians, Post Office Box 229, Monticello, Illinois, 61856 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Decision Making, Information Needs, *Management Systems, *Planning, *Program Budgeting, *State Agencies
Identifiers—*Planning Programming Budgeting Systems, PPBS

A 48-item bibliography of references on Planning Programming Budgeting System (PPBS) is provided as a supplement to LI 002 740, as an aid for state planners. (AB)

ED 049 780 **LI 002 742**

National Library of Australia. Ninth Annual Report 1968-1969.

National Library of Australia, Canberra.

Pub Date Jun 70

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Foreign Countries, Libraries, Library Collections, Library Expenditures, Library Facilities, Library Services, *National Libraries

Identifiers—*Australia

A description of the building and its operation and use, and the library functions, collections, services, and staff is provided. Financial statements are included. (AB)

ED 049 781 **LI 002 743**

Summary of the Papers on the Integration of Computer-Based Information with Printing Techniques Presented at the Kynoch Press Seminar Held at Imperial Chemical House, London, April, 1970.

Kynoch Press, Birmingham (England).

Pub Date 70

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Design, *Computers, Costs, Facilities, Graphic Arts, *Information Processing, Information Science, *Information Systems, Performance, *Printing, Publishing Industry, Quality Control, Standards, *Systems Analysis

Papers presented at the seminar include an introduction to information processing which describes some techniques for use of the computer; the analysis of information systems and its role in the development of information systems; the effect on systems performance of building design and environmental standards; the concept of traditional printing as a computer peripheral; and performance standards for determination of balance between cost, performance and quality to achieve technical feasibility. (AB)

ED 049 782 **LI 002 744**

Wolff, Manfred E.

Primary Transmission of Scientific Information—Today and Tomorrow.

Pub Date 31 Mar 71

Note—10p.; Presented in symposium on "The Role of Information in Drug Design," American Chemical Society, Los Angeles, California, March 31, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, Communication (Thought Transfer), Health Needs, *Information Needs, Information Science, *Information Seeking, *Information Services, Medicine, *Scholarly Journals

The subject of the content of medicinal chemical journals is briefly discussed as an aid for medicinal chemists who require information from clinical, health science, pharmaceutical science and chemical science areas to carry out their work. Some future changes in the present journal concept are considered. (Author/AB)

ED 049 783 **LI 002 756**

Strohecker, Edwin C., Ed.

The Library Technical Assistant: A Report of the Orientation Institute on the Library Technician, July 14 to 25, 1969.

Spalding Coll., Louisville, Ky.

Pub Date 70

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Institutes (Training Programs), Libraries, *Library Education, Library Instruction, *Library Skills, Library Technical Processes, *Library Technicians, *Orientation, Questionnaires

The purpose of this institute is to provide the individual with an introduction to the place of the library technical assistant in the organization of the college, public, school or special library. Orientation information stresses the areas of material processing, patron services, non-print media, and automation. Tours of the Engelhard Elementary School Library, the Louisville Free Public Library, the Spalding College Library and the Filson Club Library provided the participants with a view of the operational aspects of the various types of libraries in which the technical assistant could work. At the end of the institute, the twenty students took part in a survey to determine the make-up of the group interested in the work of the library technical assistant as well as to obtain the reaction of the group to the technician program. The results of the survey, and the Library Technician Orientation Institute Questionnaire are included. (MF)

ED 049 784 **LI 002 757**

Canadian Library Association 25th Annual Conference, Hamilton, Ontario, 20-25 June 1970. Proceedings. Theme: Into the Seventies—Challenge of Change.

Canadian Library Association, Ottawa (Ontario).

Pub Date Apr 71

Note—88p.

Available from—Canadian Library Association, 151 Sparks Street, Ottawa, Ontario K1P 5E3 (\$3.50)

Document Not Available from EDRS.

Descriptors—Conference Reports, Conferences, Decentralized Library Systems, *Libraries, *Library Associations, Library Cooperation, *Library Science, National Libraries

Identifiers—*Canadian Library Association

The fifteen speeches presented at the 25th Annual Conference of the Canadian Library Association are: (1) Presidential Address, (2) Theme Day, (3) The Revolutionary 70's, Are We Ready, (4) The Prime Mover: The Role of the National Library, (5) What You Expect Out of Machines, (6) Twenty-Seven Million People: Four Million Square Miles: Where Shall We Live in 1980, (7) Library Systems in the Future, (8) Library Systems Into the 70's, Public, Regional and Schools, (9) Systems and Associations in the Seventies, (10) Implications for Individual Libraries of the Library Systems Made Possible by Computer and Communications Technology, (11) Roses Among the Hardware: or, Gutenberg is Alive and Well, (12) The Summation: Through a Glass Darkly, (13) World Book-Childcraft of Canada - Howard V. Phalin Scholarship Award Citation and Reply, (14) The Past is Prologue and (15) The Well-Tempered Reader. Also included are the Resolutions Presented at the 25th Conference, the Section Meeting reports, and the Committee Reports. (MF)

ED 049 785

LI 002 758

Eastlick, John T.

Management Survey of the Pueblo Regional Library, Pueblo, Colorado, With Recommendations for a Twenty-Year Development Program.

Denver Univ., Colo. Center for Communication and Information Research.

Pub Date Feb 71

Note—99p.

Available from—Center for Communication and Information Research, Graduate School of Librarianship, University of Denver, Denver, Colorado 80210 (\$4.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Library Planning, *Library Programs, *Library Services, Library Surveys, *Management, Population Trends, Public Libraries, *Regional Libraries

Identifiers—Colorado, *Pueblo Regional Library

This survey offers an analysis of the present effectiveness and capabilities of the Pueblo Regional Library in the areas of legal structure, facilities, organization, personnel administration, job assignments, Friends of the Library, reference services, circulation of Library materials, Library resources, registration, and budget. It also examines the past growth of the City and County of Pueblo, which, coupled with information about new industrial and recreational facilities coming into the area, provides a projection of population growth for the next twenty years. The combination of the Library analysis and the population projection provides the basis for recommendations for a twenty-year development plan for the Pueblo Regional Library. Five objectives are outlined, as follows: (1) To Function as the Information Center for the City and County of Pueblo, (2) To Extend Library Service to All Parts of the Community, (3) To Encourage the Widest Utilization of Library Service, (4) To Develop an Efficient Administrative Program for the Pueblo Regional Library and (5) To Cooperate with Municipal, County, and State Governmental Agencies, Regional and State Planning Agencies, and Industrial Development Organizations. Included with each objective are programs of action designed to enable the Library to meet the increasing demands upon it. (Author)

ED 049 786

LI 002-759

Epstein, A. H. And Others

Bibliographic Automation of Large Library Operations Using a Time-Sharing System: Phase I. Final Report.

Stanford Univ., Calif. Libraries.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D. C.

Bureau No—BR-7-1145

Pub Date Apr 71

Grant—OEG-1-7-071145-4428

Note—334p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Automation, Information Processing, *Information Retrieval, *Information Systems, Library Cooperation, Library Networks, *Library Research, *Library Technical Processes, Man Machine Systems, Time Sharing, University Libraries

Identifiers—BALLOTS, Bibliographic Automation Large Library Operations, *Library Automation

The first phase of an ongoing library automation project at Stanford University is described. Project BALLOTS (Bibliographic Automation of Large Library Operations Using a Time-Sharing System) seeks to automate the acquisition and cataloging functions of a large library using an on-line time-sharing computer. The main objectives are to control rising technical processing costs and at the same time to provide improved levels of service. Phase I produced a prototype system that operated in the library using typewriter terminals. Data preparation and data control units were established; regular library staff were trained in on-line input and searching. After a nine month period of operation, the entire system was evaluated. The requirements of a production library automation system were then defined. Findings are presented on shared facilities, economy and file integrity, the performance of on-line searching, terminal performance, staff and resource commitments, transferability, and the human aspects of system development. Recommendations are presented with respect to feasibility, economic factors, management, staffing, documentation, terminal equipment, and national planning. (Author)

ED 049 787

LI 002 760

State Plan for Library Programs Under Library Services and Construction Act as Amended.

Hawaii State Dept. of Education, Honolulu. Office of Library Services.

Spons Agency—Office of Education (DHEW), Washington, D. C.

Pub Date Apr 67

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Library Cooperation, *Library Programs, *Library Services, *Public Libraries, *State Laws, State Legislation, *State Libraries, State Programs

Identifiers—*Hawaii, Library Services and Construction Act, LSAC

Hawaii's State Plan for Library Programs under the Library Services and Construction Act includes the following sections: (1.0) General Provisions; (1.1) State Agency (exhibits are: Executive Order No. 19, and the Constitution of the State of Hawaii); (1.2) Free Library Services; (1.3) Tables of Organization; (1.4) Personnel; (1.5) Custody of Funds; (1.6) Disbursement of Funds; (1.7) State Fiscal Control and Accounting; (1.8) Reports; (1.9) Amendment; (2.0) Public Library Services, Title I; (2.1) Policy Methods and Purposes; (2.2) Priorities and Criteria for Improving Public Library Services; (3.0) Public Library Construction; Title II; (3.1) Criteria, Priorities and Procedures; (3.2) Opportunity for State Hearing; (3.3) Davis-Bacon Act and Contract Work Hours Standards Act; (4.0) Library Cooperation; (5.0) State Institutional Library Services—Title IV, Part A; (6.0) Library Services to the Physically Handicapped—Title IV, Part B; (7.0) Legal Authority and (8.0) Suggested Certification Forms. (MF)

ED 049 788

LI 002 767

Proceedings of a Symposium on Computer Bookcharging Held at Leeds Polytechnic on 11th May, 1970.

Leeds Polytechnic (England). Dept. of Librarianship.

Pub Date 70

Note—46p.

Available from—Mrs. A. Thomas, 96 Oakdene Crescent, Mile Oak, Portslade, Sussex, England (\$4.25)

Document Not Available from EDRS.

Descriptors—*Automation, Computer Programs, *Library Circulation, *Library Technical Processes, Symposia

Identifiers—England, *Library Automation

The papers presented at this one day symposium on the subject of computer book charging are: (1) A Specification for a Computer Bookcharging System, (2) A Suite of Programs for a Computer Bookcharging System, (3) The Implementations of a Computer Bookcharging

System, (4) The Effect of Computer Bookcharging on Management and (5) The Extension of Automation in the Library. Following the papers is an almost complete verbatim transcription of the discussion session. (MF)

ED 049 789

LI 002 769

Hines, Theodore C. Harris, Jessica L.

Terminology of Library and Information Science: A Selective Glossary. Preliminary Edition.

Columbia Univ., New York, N.Y. School of Library Service.

Pub Date Mar 71

Note—45p.

Available from—School of Library Science, Columbia University, 516 Butler Library, New York, N.Y. 10027 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Definitions, Glossaries, *Information Science, *Library Science

The scope of this glossary is defined pragmatically and selectively on the basis of the needs of the students at the Columbia University School of Library Service. Most of the terms selected for inclusion are those found to require definition in the courses in information science and indexing. The focus is on those areas where the terminology differs from what used to be considered conventional for librarianship. The glossary is preliminary in a number of ways. Terms are missing which would have been desirable to include, and the cross-referencing structure is incomplete. (Author/MF)

ED 049 790

LI 002 772

Miller, Ronald And Others

A Study of Technical Services Operations in the Libraries of the State University of New York at Buffalo.

Five Associated Univ. Libraries, Syracuse, N.Y.

Report No—TRTS-70-1

Pub Date Jun 70

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, *Library Acquisition, Library Surveys, *Library Technical Processes, *State Libraries, *University Libraries

Identifiers—Buffalo, FAUL, *Five Associated University Libraries

The technical service procedures of the State University of New York at Buffalo are described. This is part of a series of Technical Reports on Technical Services by the Five Associated University Libraries' (FAUL) Central Systems Group to view the internal operations of each library in comparison with those of other FAUL libraries. The three aspects of library technical processing that were viewed are: (1) acquisitions, (2) precataloging and verification and (3) cataloging. Excluded from this study are procedures dealing with non-book materials; periodicals and serials; circulation control; and public services, which include reference and interlibrary loan activities. No constructive suggestions for change are made. The textual section is followed by numerous charts of the formal structure of the organization and functional flow diagrams of the organization's activities. (MF)

ED 049 791

LI 002 773

Symposium on Documentation Planning in Developing Countries at Bad Godesberg, 28-30 November 1967.

German Foundation for Developing Countries, Bonn.

Spons Agency—German Society for Documentation, Frankfurt; International Federation for Documentation, The Hague (Netherlands).

Pub Date 70

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agriculture, *Developing Nations, *Documentation, Industrialization, *Information Centers, Information Dissemination, *Information Needs, Information Networks, *Information Services, Information Systems, Information Utilization, National Libraries, Problems, Professional Training, Symposia, Technical Assistance, Translation

Identifiers—German Foundation for Developing Countries, International Federation for Documentation, *Scientific and Technical Information

One reason given for the failure of the large-scale efforts in the decade 1955-1965 to increase significantly the rate of economic and technological growth in the "developing" countries of the

world has been insufficient utilization of existing information essential to this development. Motivated by this belief and the opinion that this non-usage of existing intellectual resources is due to the lack of adequate documentation services, both in the developing countries and in the subject area of development information, the Symposium on Documentation Planning in Developing Countries convened to study this problem. Papers were presented on the following topics: "The Role of the Institutions of Developing Countries in the Planning, Organization and Development of Documentation"; "National Library and National Bibliography"; "Library Development in Nigeria"; "Documentation Centres at Scientific Institutions in Developing Countries"; "Agriculture, Research and Development Institutes, Associations"; "Policy Planning for Technical Information in Industry"; "Training of Documentalists in Developing Countries"; "The Problems of Documentation in Developing Countries"; "The Role of the State and of the Government Agencies in Developing Countries"; and "The Role of a National Information Clearinghouse for Development Aid". On the basis of the papers presented and ensuing discussions twelve recommendations were made. (JN)

ED 049 792 LI 002 774

Rautalin, Marja-Leena, Ed.
Sixth Anglo-Scandinavian Public Library Conference on Public Libraries as Cultural Centres, Koli, Finland, 19th - 23rd August, 1970.
Finnish Library Association, Helsinki.
Pub Date 70
Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, Books, Conferences, Coordination, *Cultural Centers, *Cultural Exchange, Foreign Countries, Interinstitutional Cooperation, Library Cooperation, Library Extension, *Library Programs, *Library Services, *Public Libraries
Identifiers—Finland, Library Automation, *Library Role, Scandinavia

The developing role of the library as a center for cultural activity was the principal subject of discussion at the sixth Anglo-Scandinavian Library Conference. Aspects of this growing function which were treated in participants' papers included: the spectrum of activities which is encompassed by the word "cultural"; the library's role in co-ordinating cultural programs with related institutions in a region or locality; the public contact activities necessitated by the expansion of the library's traditional responsibilities and the importance of preserving the rightful place of the book and book-related activities as the focal point of new library programs. Other papers presented at the conference covered the topics of automation in British libraries and the future of the Anglo-Scandinavian Library Conferences. A narrative report of the post-conference study tour and a list of conference delegates are included. (JN)

ED 049 793 LI 002 775

Weczerapuma, Susunaga
Staff Exchanges in Librarianship.
Pub Date 70
Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Exchange, *Exchange Programs, Inservice Education, Interinstitutional Cooperation, International Programs, *Librarians, *Library Cooperation, *Library Education, Library Science, *Professional Continuing Education
Identifiers—Librarianship, Post Professional Study Centre, PSC

International exchange programs, of professionally qualified librarians or those nearing professional status, should be mutually beneficial. To dispense the planning efforts for such exchanges, it is necessary to establish a Post-Professional Study Centre (PSC). The PSC would: pool the requirements of many different libraries, match applications for exchanges, and direct and encourage the professional continuing education of librarians. The PSC would publish a Handbook of Exchanges in Librarianship that would furnish: conditions stipulated in the offering of exchanges, the names of offeror libraries, the types of exchanges, the duties involved, and the duration of enrolments. The PSC would also disseminate information and answer inquiries about exchange schemes in operation throughout the library world. (MF)

ED 049 794 LI 002 776

Work, Robert W. Phillips, Dennis M.
A Study of Textile Information Systems. Final Report.

North Carolina State Univ., Raleigh.
Spons Agency—National Bureau of Standards (DOC), Washington, D.C.

Pub Date Jun 70

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, Information Processing, *Information Retrieval, Information Science, *Information Systems, *Search Strategies, *Subject Index Terms, *Time Sharing
Identifiers—*Textile Information Retrieval Program, TIRP

The Textile Information Retrieval Program (TIRP), a study made at the Massachusetts Institute of Technology to develop an interactive information retrieval system operating on a time sharing computer, was demonstrated to and operated by research scientists, information specialists, and numerous other persons at North Carolina State University at Raleigh. The purpose of these trials was to study the interaction of the users with this system and the equipment associated with it and to compare, insofar as was possible, these operations with those of a batch processor retrieval system, using essentially the same data base, operated by the North Carolina Science and Technology Research Center. Approximately 60 searches were conducted in the trials and demonstrations with the cooperation of about 45 representatives of industry and the universities. These trials indicated that TIRP responded more favorably to the simultaneous efforts of information specialists and scientists assisted by expert typists. It is concluded that future developments and extensions should come from the joint efforts of the universities and the textile and fibers industries in order to insure that any subsequent system is both simple in conception and practical in operation. (Author)

ED 049 795 LI 002 777
[Symposium on Scientific Translations, 4 and 5 November 1970, Luxembourg. Selected Papers.]

European Translations Center, Delft (Netherlands).

Pub Date Nov 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Foreign Countries, *Information Retrieval, Information Science, Languages, *Machine Translation, Reference Books, *Translation, *World Literature

Identifiers—ETC, *European Translations Center
An open meeting on scientific translation was held to mark the tenth anniversary of the founding of the European Translations Center (ETC) in Delft. The history of ETC and its activities which include collecting, translations and titles, supplying information, publication of "World Index" and "List of Translations", translation services, and cooperative endeavors in the field of terminology were described. A provisional evaluation of an experimental Russian-English Machine Translation (MT) service in cooperation with the ETC and other organizations is provided. (AB)

ED 049 796 LI 002 778

Minker, Jack, Ed. Rosenfeld, Sam, Ed.

Proceedings of the Symposium on Information

Storage and Retrieval...April 1-2, 1971.

Maryland Univ., College Park. Conferences and

Institutes Div.

Spons Agency—Association for Computing Machinery, New York, N.Y.; National Aeronautics and Space Administration, Washington, D.C.

Pub Date 71

Note—291p.

Available from—Director of Institutes (IS&R), Conferences and Institutes Division, University College, Center of Adult Education, University of Maryland, College Park, Md. 20742 (\$9.25)

Document Not Available from EDRS.

Descriptors—Algorithms, *Computers, Data Analysis, Data Collection, *Data Processing, Evaluation, Grammar, *Information Retrieval, Information Science, Information Systems, Languages, *Linguistic Theory, Management Systems, *Methods, Models, Semantics
Identifiers—*Key Word in Context

The symposium focused on advances in techniques in the computer oriented technology

of information retrieval. Early developments and the status of recent efforts in document retrieval, question answering and data management systems are briefly reviewed. Unless fundamental processing techniques are developed and made available to workers, information retrieval will continue to flounder and the papers included in this report therefore contain detailed algorithms, procedures, heuristics, evaluative methods or theoretical concepts toward this aim. Session topics include: natural language processing and query systems, natural language in document retrieval systems, theoretical concepts, data management systems, file organization and evaluation, optimizing methods, and a panel discussion of the future of information retrieval. A KWIC index of the titles and authors of papers, and the citations which appear with each paper is provided. (AB)

ED 049 797 LI 002 779

Fryden, Floyd N.

Post-Master's Degree Programs in Some American

Library Schools.

Chicago Univ., Ill.

Pub Date 19 Mar 68

Note—38p.

Available from—Revised version of paper appeared as "Post-Master's Degree Programs in the Accredited U.S. Library Schools," "Library Quarterly", XXXIX, 233-244 (July, 1969)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum, *Doctoral Degrees, *Library Education, *Library Schools, *Masters Degrees, *Professional Continuing Education

Identifiers—*Librarianship

Demands for librarians with some training beyond that of fifth-year master's program are greater than ever. Organized programs at a level intermediate between the master's degree and the doctorate now exist at eleven of the American library schools which are accredited by the American Library Association. The literature on the subject is sparse and a questionnaire submitted to the eleven schools elicited a variety in requirements for admission, curriculum and rationale for the program and in the objectives of the program. Three schools see the program as a first step toward the doctorate and foresee it as an alternative to the doctorate. More research is required to determine subsequent careers of students in the programs, the effects of government funding, whether more programs should be established and to evaluate ongoing programs. (AB)

ED 049 798 LI 002 780

Council on Library Resources 14th Annual Report, For the Period Ending June 30, 1970.

Council on Library Resources, Inc., Washington,

D.C.

Pub Date 70

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Utilization, *Libraries, Library Collections, Library Cooperation, *Library Materials, *Library Planning, *Library Research, Library Science, Problems, *Resources

Identifiers—Council on Library Resources

In this report of the Council's fourteenth year, a sum of \$1,722,375 was appropriated for the support of 29 new projects and work was continued or completed on a good many more. It has become increasingly evident that the average library will never be able to "go it alone" in some aspects of the new technology—automation, for example. The level of investment required to reap the benefits of the emerging national machine-readable data bases exemplified by MARC is far beyond the individual budgeting capacity of any but the very largest libraries. Agreement is growing that the only possible solution to the dilemma—especially for the medium-sized and small libraries—is for them to band together in local, state or regional consortia and thus pool their assets and efforts. This type of consortia is so expensive and complex as to preclude its development everywhere at once. The Council and other funding agencies should select the most promising of each of several types of development for a concentration of support. In this way uneconomical dispersion of limited available resources will be avoided. (Author/MF)

ED 049 799

LI 002 781

Rajagopalan, T. S. Ramaswami, K.
Libraries Serving the CSIR Complex.
Indian National Scientific Documentation Centre,
Delhi.

Pub Date 70

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracting, Cataloging, *Foreign Countries, Libraries, *Library Acquisition, Library Circulation, *Library Collections, Library Reference Services, *Library Services, Library Surveys, *Library Technical Processes, Reprography, Research Libraries, Resources
Identifiers—Council of Scientific and Industrial Research, CSIR, *India

A survey of the resources and services of the Council of Scientific and Industrial Research (CSIR) libraries was made so that the libraries in the complex could share the benefit of the experiences of each other. The report is based on questionnaire replies received from 31 CSIR Institutions and eight Co-operative Research Associations and relates to the year 1968-69. A list of CSIR Institutions is provided with their address, budget and strength of scientific and technical staff and the year of establishment. Other information given includes: library collections, clientele, control and administration, acquisition, technical processing, building and equipment, and services. (NH)

ED 049 800

LI 002 782

Withers, F. N.
Standards for Library Service.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—COM-WS-151

Pub Date Feb 70

Note—227p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Developing Nations, *Library Services, National Libraries, *Public Libraries, *School Libraries, Special Libraries, *Standards, *University Libraries
Identifiers—UNESCO

The recommended standards for library service in a number of countries starts with public libraries, covers also school libraries, libraries in universities and other institutions of higher education, special libraries and concludes with national libraries. It illustrates how each is but one part of a wide spectrum of interdependent library provision. The study brings out the common ground there is not only in the standards for different countries for the same kind of library but also in the standards for all types of library. This is primarily because standards everywhere represent principles of good librarianship which cannot vary greatly from country to country. Largely because of this, in drawing up a model set of standards for the principal types of library for use by the developing countries, it has been possible to produce a framework which states many standards in general terms thought to have universal application. But quantitative standards have not been stated since these must vary according to local circumstances and must be worked out on the spot, in individual countries or regions. (Author/NH)

ED 049 801

LI 002 783

Penland, Patrick R.
Advisory Counseling for Librarians.
Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Pub Date [70]

Note—181p.

Available from—Bookstore, University of Pittsburgh, Pittsburgh, Pennsylvania 15213 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Counseling, Communication (Thought Transfer), *Counseling Services, *Counselor Training, Information Needs, *Librarians, *Library Education, Library Material Selection, *Library Services
Identifiers—*Librarianship

The papers in the first section of this publication develop an understanding of the background, purpose and functions of advisory counseling in libraries. The purpose of the papers in the second section is to delineate the interrelationships of information transfer and meaning transfer and to lay out a background where flexibility can be developed in moving from one frame of reference and orientation to another with the same patron. The third section explores the principles and

functions of counseling and of guiding the healthy, self-actualizing adult towards human development organized around life states, social role and various coping behaviors. Papers in the fourth section consider a variety of principles and techniques for interview and question analysis. The fifth section presents the principles and methods of evaluation and research of advisory counseling for librarians. The appendix contains items that have been developed for the teaching of interpersonal communications. The bibliography is selective and is included for its value in helping to identify the field of interpersonal communications. (For more information on this subject see LI 002 784 and LI 002 785 to 002 786.) (Author/NH)

ED 049 802

LI 002 784

Penland, Patrick R.
Interviewing for Counselor and Reference Librarians.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Pub Date 70

Note—140p.

Available from—Bookstore, University of Pittsburgh, Pittsburgh, Pa. 15213 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communication (Thought Transfer), Counseling Services, *Counselors, Counselor Training, Information Needs, *Interviews, *Librarians, *Library Education, Library Services

Identifiers—*Librarianship, Reference Librarians
Interviewing as it is developed in this publication is a disciplined encounter technique for counselors and reference librarians who wish to be more effective in serving the individual patron. There seems to be two polar types of patrons: those who will not talk, and those who will not stop talking. Without training, librarians tend to rush patrons to the books rather than take the time to encourage the patron to discuss his purposes and interests. The following subjects are discussed: (1) orientation to the interview, (2) patron-librarian interface, (3) counseling in librarianship, (4) interpersonal aspects of librarianship, (5) psychological dimensions of librarianship counseling and (6) interview question analysis. The appendices contain examples of the non-directive interview, the directive interview, and functional interviewing. (For more information on this subject see LI 002 783 and LI 002 785 to LI 002 786.) (Author/NH)

ED 049 803

LI 002 785

Penland, Patrick R.
Media Designed Programs for Librarians.
Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Pub Date 70

Note—57p.; Preliminary Edition

Available from—Bookstore, University of Pittsburgh, Pittsburgh, Pa. 15213 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Audiovisual Communication, Communication (Thought Transfer), Communication Skills, *Counselors, Culturally Disadvantaged, Information Needs, *Librarians, *Library Programs, Library Services, Media Technology
Identifiers—*Librarianship

Media materials and services may be used for two different but closely related purposes: motivating people to participate in informational and educational experiences, and motivating them to learn. As more librarians and patrons begin to use the audiovisual media they may be induced to question conventional principles of composition and work to expand the narrow guidelines of linguistic communication. Hopefully they will discover the joy and satisfaction that comes from designing messages which appeal to a wider range of the perceptive powers in other human beings. This manual is an attempt to overcome the reader's initial reluctance to use a variety of media. Besides an introduction the report contains: (1) elements of programming, (2) production planning, (3) program production and (4) graphics preparation. (For more information on this subject see LI 002 783 and LI 002 784 to LI 002 786.) (Author/NH)

ED 049 804

LI 002 786

Penland, Patrick R.
Communication for Librarians.
Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Pub Date 71

Note—189p.

Available from—Bookstore, University of Pittsburgh, Pittsburgh, Pa. 15213 (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communication (Thought Transfer), Communication Problems, Communication Skills, Content Analysis, Cybernetics, *Information Dissemination, *Information Science, *Information Theory, *Information Utilization, Librarians, Library Education, Library Science
Identifiers—*Epistemology

This preliminary work in human communication for librarians is designed to help the library profession address itself to significant communication problems. As they relate to the library and information sciences, the three major areas of communication science covered are: (1) History and theory of communication and culture, organization and function of communication institutions, and communication structures in biological and social organization; (2) Transfer of meaning, design and processing of messages in different media, analysis of message content and systems; and (3) Individual behavior, social interaction and experience, attitude formation and change, public opinion and collective behavior, and the consequence of exposure to various messages. A listing of 253 references is included. (See also LI 002 783 to LI 002 785.) (Author/MF)

ED 049 805

LI 002 787

Dewey, Bruce E. Howard, Richard
Media and Instructional Technology in the Library. A Bibliography of Readings.

Syracuse Univ., N.Y. Center for Instructional Communications.

Pub Date [71]

Note—25p.

Available from—Oxhandler Memorial Library, Syracuse University, 123 College Place, Syracuse, New York 13210 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Cataloging, Information Sources, Instructional Materials, *Instructional Media, *Instructional Technology, Libraries, *Library Materials, Library Science, *Library Technical Processes, Media Research, *Media Technology

The 108 item annotated bibliography provides both the practicing librarian and the student with a comprehensive source of literature in the field of media librarianship and instructional technology. The bibliography is divided into four parts. Part I deals with media and the library and is divided into the following four sections: (1) Sources of Materials, (2) Evaluation of Materials, (3) Cataloging of Media and (4) Audiovisual Equipment. Part II deals with instructional technology and is divided into the following twelve sections: (1) General Readings, (2) Psychology, (3) Research, (4) Systems, (5) Instruction, (6) Communication, (7) Media and Production, (8) Evaluation, (9) Administration, (10) Facilities, (11) Change and (12) Innovations. Part III provides a description of several periodicals related to instructional technology and the library, and Part IV provides a name index. (MF)

ED 049 806

LI 002 788

The Next Step for North Carolina Libraries: A Libraries Services Network; The Report of a Feasibility Study of the North Carolina Libraries Services Network.

North Carolina State Board of Higher Education, Raleigh.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; North Carolina State Library, Raleigh.

Pub Date Jan 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decentralized Library Systems, Feasibility Studies, Information Needs, Information Services, Interlibrary Loans, Libraries, Library Collections, Library Cooperation, Library Materials, *Library Networks, *Library Programs, *Library Services, *State Libraries, State Programs
Identifiers—*North Carolina

The study finds that North Carolina is only partly prepared to take maximum advantage of the knowledge explosion which is taking place in the United States. Although the state has a great many libraries, and some very eminent ones, its library resources are still largely unrelated in a

systematic way, thus making it impossible for the information needs of the citizens of North Carolina to be met adequately. The study recommends recognition of the North Carolina Library Services Network and its expansion to link all information sources in the state with potential users anywhere in the state, thus finally achieving a coordinate state wide library service system. (Author/MF)

ED 049 807 LI 002 789

Smith, Robert D., Ed.
Management Information Systems for the 1970's:
Technology - Application - Research.
Kent State Univ., Ohio.
Report No.—Conf-Pap-Ser-1
Pub Date 70
Note—105p.

Available from—Center for Business and Economic Research, Kent State University, Kent, Ohio 44240 (\$3.00)

Document Not Available from EDRS.

Descriptors—Computers, *Decision Making, Financial Services, *Industry, Information Needs, *Information Systems, *Management Systems, Man Machine Systems, Models, Operations Research, Personnel, Research, *Universities

Identifiers—*Management Information Systems

The one-day conference was sponsored in recognition of the need for increased interaction between education and business on problems related to the potential of man-machine interface and application of this potential to the resolution of social and economic problems. Dr. Van Court Hare in discussing the emerging generation of computer systems stated that fourth generation hardware will provide greater computing complexity without a great increase in cost, but more emphasis is required on matching software development. Dr. Norbert L. Enrick discussed operations research in information systems as an integrated approach valuable in the managerial decision process and stated there are few full-fledged viable and really profitable Management Information Systems (MIS) known but the payoff from a properly working system seems worth the effort. In a discussion of total versus modular information systems, Dr. John C. Chambers described his experiences with information systems in finance and personnel. The program was concluded by Dr. Max D. Richards who compared the idealized situation in MIS with the present state of practice and discussed the opportunities for university industry cooperation for research to achieve greater social and economic benefits. (AB)

ED 049 808 LI 002 791

Palmer, David C., Ed.
Planning for a Nationwide System of Library Statistics.

American Library Association, Chicago, Ill.
Library Administration Div.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No. OE-15070

Pub Date May 70

Contract—OEC 0 8-003636(099); OEC 0 8-003636 3636(099)

Note—110p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO HE 5.215:15070, \$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Data Bases, Data Collection, Electronic Data Processing, Information Needs, Language Standardization, *Libraries, Library Networks, *Library Planning, *Library Research, Library Standards, *Library Surveys, National Programs, *Statistics, Systems Development

Identifiers—*Library Statistics

A design for a nationwide system of library statistics is provided along with specific recommendations for its structure and development. The proposed system depends upon a much more active role of the states and upon the input of research, interaction of advisory groups, inservice training, and relatively small amounts of money at strategic points along the way. An important factor of the system is the formation of an advisory group on library statistics within the U.S. Office of Education which would aid in the implementation of the proposed system; and aid in the ultimate formation of a data bank system. In the

long range, the statistical needs of all users of library data can best be satisfied by an electronic National Data Bank System. This data bank is absolutely dependent upon the standardization of terminology; the systematic collecting and editing of data; the interlocking, coordinated efforts of many advisory groups; the design of an electronic system by highly skilled professionals; and possibly a consortium of Federal, State and private agencies. (MF)

PS

ED 049 809 PS 002 532

McKee, Charles J. L., Ed. Weil, Linn B., Ed.
Can I Love This Place? A Staff Guide to Operating Child Care Centers for the Disadvantaged.

Educational Systems Corp., Washington, D.C.
Spons Agency—Office of Economic Opportunity, Washington, D.C. Community Action Program.

Pub Date 69

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, *Child Care Centers, *Disadvantaged Youth, Elementary School Students, Equipment, Food Service, Health, Infants, *Learning Activities, Preschool Children, *Program Guides, Safety, Supplies

This staff guide is directed to individuals or groups who are interested in the establishment and operation of child care centers for disadvantaged children and includes discussions of staff schedules, duties, supplies, health and safety. The first section deals with daily routines and discusses care for infants, toddlers, pre-school and school-age children. Helpful food service ideas are provided, including check lists and enumeration of supplies needed. The second section describes specific activities such as a rhythm band, painting, cooking, group games, science, and stories. A list of materials needed, step-by-step instructions, and age group recommendations are given for each activity. (AJ)

ED 049 810 PS 003 152

Collins, Alice H., Watson, Eunice L.

The Day Care Neighbor Service: A Handbook for the Organization and Operation of a New Approach to Family Day Care.

Oregon State Univ., Portland.; Tri-County Community Council, Portland, Ore.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date 69

Note—63p.

Available from—Field Study of the Neighborhood Family Day Care System, 2856 Northwest Saver, Portland, Oregon 97210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Consultants, *Day Care Services, *Family Environment, Innovation, Intervention, *Neighborhood, Program Descriptions, Program Design, *Social Work, Working Women

The Day Care Neighbor Service makes it possible to provide social service at the neighborhood level where working mothers, without benefit of any social agency, make private and informal day care arrangements with neighborhood sitters. It makes use of a social work consultant to find the key individual in each neighborhood who is already informally helping her neighbors to make day care arrangements. The aim of the Service is to contribute to the quality and stability of these private family day care arrangements. This booklet describes the Service methods and techniques of intervention which are based on a subtle form of social work consultation. Also examined are critical issues and problems an innovator might encounter in establishing a similar program. The sharp focus of the Service, as well as its economy, recommend it as an adjunct of day care programs wherever private family day care arrangements are sought. (WY)

ED 049 811 PS 003 673

Olson, David R.

Language Acquisition and Cognitive Development.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 12 Jun 68

Note—137p.; Paper prepared for presentation at the International Conference on Social-Cultural Aspects of Mental Retardation, Nashville, Tenn., June 10-12, 1968

Available from—Haywood, C.H. "Social-Cultural Aspects of Mental Retardation." September 1970 Appleton-Century-Crofts, 440 Park Ave., S., New York, New York 10016 (Paper, \$6.25)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, *Concept Formation, Conceptual Schemes, *Language Development, Literature Reviews, Memory, *Perceptual Development, Phonology, Semantics, Syntax, *Thought Processes

This paper analytically reviews the literature on cognitive development, particularly as it relates to the acquisition of language. Of primary concern are the basic cognitive processes of perceptual groupings, concepts and relations, and memory. Discussed are the acquisition of language, some aspects of the nature of language and language development. Another section deals with cognitive development, which is divided into discussions of perception and perceptual schemata and concepts and conceptual systems. A final section on language and thought summarizes and concludes the document. Extensive references are included. (WY)

ED 049 812 PS 004 490

Hodges, Walter L.

A Teaching Learning Schema for Teacher Training and Curriculum Development in Early Education.

Arkansas State Coll., Conway.

Pub Date 23 Oct 70

Note—41p.; Paper presented at the conference on "Expectation" at Georgia State University, Atlanta, Georgia, October 23, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Curriculum Development, *Early Childhood Education, *Educational Objectives, *Educational Programs, Interpersonal Relationship, Learning Processes, Perceptual Motor Learning, *Teacher Education, Teaching Techniques

Identifiers—Process Oriented Interactive Learning System

The Process Oriented Interactive Learning System postulated in this paper starts with the generation of a set of process objectives for children which are based on the principles of development - intellectual and social - and related to the substance of the basic goals which society holds for education: reading, language, number, independence, and cooperation. A sequential flow of activities for both teachers and pupils is outlined and five implications arise. (1) Teachers must provide opportunities for the kinds of pupil behavior that can be reinforced. (2) Priority must be given to processes which permit the child to transfer these processes from one learning situation to another. (3) The teacher should approach teaching with an experimental attitude. (4) Teaching includes both active and passive processes. (5) Early childhood education must continue to be acutely sensitive to the social and personal consequences of the progressive achievement decrement in disadvantaged children. If this Learning System becomes successful in guiding program development, there should be less need for specialized programs such as those designed for children with learning disabilities. (WY)

ED 049 813 PS 004 497

Feldman, David H., Johnson, Lee Ellen

Correlation of Paired-Associate Performance with School Achievement as a Function of Task and Sample Variation.

Minnesota Univ., Minneapolis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Grade 3, Grade 6, *Hypothesis Testing, *Learning Theories, Lower Class, Middle Class, *Paired Associate Learning, Tables (Data)

To study the effects of task and sample variation upon paired-associates (PA) performance, six third-grade and six sixth-grade classes in two urban schools were tested on two PA tasks, one pairing pictures of familiar objects (PA-CF), the other pairing nonsense syllables with Japanese "kanji" (PA-K). Hypotheses tested were: (1) Mean level of performance is higher for PA-CF

than for PA-K; (2) There is an SES-related difference in performance on PA-K but not on PA-CF; (3) PA-K is more highly correlated with school achievement than is PA-CF; (4) The variance shared by PA-K and school achievement is independent of variance shared by the two PA tasks. Results provided general support for the hypotheses, but some inconsistent results are discussed. (Author)

ED 049 814 PS 004 506

The New York State Experimental Prekindergarten Program. Summary Report, 1969-70.

New York State Education Dept., Albany. Bureau of Child Development and Parent Education.

Pub Date Nov 70

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Differentiated Staffs, *Disadvantaged Youth, Emotional Development, Health Programs, Home Visits, Inservice Education, Nutrition, *Parent Participation, *Preschool Programs, *Program Evaluation, Questionnaires, Recruitment, Selection, Social Development, Speech Evaluation, Tables (Data)

This fourth year report summarizes the services rendered during 1969-1970 by the New York State Experimental Prekindergarten Program and includes a partial evaluation of the accomplishments of the program as compared to its stated goals. The report is based on questionnaire responses by 49 of the 50 programs, including New York City. Because of its complexity, the New York City data is presented in a separate section. Seven demonstration centers for inservice education are included in the 50 programs. Answers to the survey questionnaire provide anecdotal records, statistical data, and subjective descriptions of techniques used to achieve goals. Topics covered are: recruitment and selection of children; planning and programming in the classroom; parent involvement; evidence of growth and development; and planning for continuing goals in kindergarten and primary programs. (NH)

ED 049 815 24 PS 004 509

Research and Development Register in Early Childhood Education, 1970.

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No.—BR-6-2875

Pub Date Mar 71

Contract—OEC-3-7-062875-3056

Note—229p.

Available from—National Program on Early Childhood Education, CEMREL, Inc., 10646 St. Charles Rock Road, St. Ann, Missouri 63074 (\$2.30)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Directories, *Early Childhood Education, *Educational Researchers, *Researchers, *Research Projects

The purpose of this register is to identify persons working in the field of early childhood education, 1479 listings are included. Each entry gives name, address, present position; education, work in progress and current interest. Twenty five pages of charts categorize specific interest information for each respondent. Listings for the register were obtained as a result of responses to requests for vita information. (AJ)

ED 049 816 PS 004 511

Hurd, Gordon E.

Primary Enrollment, October 1969.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 70

Note—29p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.35, Document Catalog No. HES 220:20079-69)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attendance Patterns, *Enrollment Influences, *Enrollment Rate, Family Characteristics, *National Demography, *Preschool Children, Socioeconomic Background, Statistical Data, Student Enrollment, *Tables (Data)

This study, based on information collected by the U.S. Bureau of the Census in its Current Population Survey, shows the number of children 3 to 5 years old in the United States and the extent of their enrollment in public and nonpublic preprimary programs. This survey related the preprimary enrollment to several socioeconomic factors: family income, occupation of head of household, residence (metropolitan, rural, etc.), full-day or part-day attendance, and geographical region. The data revealed that over 40% of 3- and 4-year-olds enrolled were from families with income above \$10,000; yet, regardless of income, significantly more Negro 3- and 4-year-olds were enrolled. Children from farm families had the lowest enrollment rates, while those from white-collar families rated highest. Relatively high enrollment rates are shown for children from families who reported no household head. Highest rates were computed for children living in metropolitan areas outside the central cities. The West had the highest enrollment percentage; the South, the lowest. Most children attended part-day classes. Approximately three-fourths of the document consists of tables and an appendix. (AJ)

ED 049 817 24 PS 004 512

Feldman, Ronald, Comp. Coopersmith, Stanley, Comp.

A Resource and Reference Bibliography in Early Childhood Education and Developmental Psychology: The Affective Domain. California Univ., Davis.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-2867

Pub Date 71

Contract—OEC-1-7-062867-3053

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Affective Behavior, Aggression, *Bibliographies, *Child Development, Creativity, *Early Childhood, Individual Development, Motivation, Social Development

This bibliography provides a comprehensive listing of the reference literature in early childhood (ages 2-9) psychology and education dealing with the affective domain. Categories such as achievement motivation; aggression; anger and frustration; character and moral development; creativity; games; and social behavior are included. One of the 27 sections lists general references in the field of education and child development and includes books, anthologies, and papers. (References and material relevant to the cognitive domain will appear in a separate report.) The bibliography was prepared for use by both the practitioner and the researcher and includes nontechnical treatments of subjects as well as major research articles. Articles published within the past ten years (1960-1969), and especially within the past five years (1965-1969), are emphasized. Four different types of articles are entered for each topic: theoretical treatments; specific research findings; teacher practices; and curricular material. A code identifies listings of particular use to persons involved in teaching or curriculum design, and listings which contain a review of the literature. Availability information is also given. (Author/NH)

ED 049 818 PS 004 516

Fowler, William

A Developmental Learning Approach to Infant Care in a Group Setting.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Feb 71

Note—51p.; Paper presented at the Merrill-Palmer Conference on Research and Teaching of Infant Development, Detroit, Michigan, February 11-13, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care, *Day Care Programs, *Developmental Programs, *Early Experience, Group Experience, Infants, Learning Theories, Parent Education, Physical Environment, Play, *Program Descriptions, *Program Evaluation, Research Design, Stimulation, Tables (Data)

This conference paper highlights one infant education project as a successful example of a general, pervasive approach to stimulation in a group setting. The Ontario Institute and the Canadian Mothercraft Society have completed the first year of their 3-year day care demonstration project for advantaged and disadvantaged infants from 3 to 30 months of age. The program

had been designed to facilitate infants' cognitive, personality, and social development through personalized adult-child interaction, guided learning situations, free play and specialized care. Infants in the program made significant gains over the first year in mental, social, and language development, especially for younger versus older infants compared with exclusively home-reared controls. Measures of caretaker and parent functioning also showed generally positive results. It is suggested that involvement, enthusiasm, and coordination of parent care and teaching activities were especially influential in the project's success. The importance of warm, sensitive relations with babies in both teaching and nonteaching situations is emphasized. The magnitude of gains for both advantaged and disadvantaged children suggests a range of potential greater than usually realized. See also PS 004 517 and ED 041 632. (WY)

ED 049 819 PS 004 521

Child Development Research Unit Progress Report, February, 1970.

Harvard Univ., Cambridge, Mass.; University Coll., Nairobi (Kenya).

Pub Date Feb 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Child Development, Cultural Awareness, Field Studies, *Indigenous Personnel, Learning, *Research Apprenticeships, Researchers, *Research Projects

Identifiers—Kenya, University of East Africa

To insure the most accurate research, it is necessary to have teams of scientists from the culture being studied and from a contrasting culture. The indigenous members of the team provide a sensitivity to nuances of meaning and interpretations of intent of behavior that cannot easily be recognized by an outsider. The outsider team members will contribute objectivity to the research. Working under this principle, the Child Development *Research Unit provides an apprentice program to train indigenous behavioral scientists for research in Kenya. Students at the University of East Africa are hired as apprentices during their summer vacations. Each field team establishes a panel community, a set of households among which the mothers participate together in activities and form a social network including at least 100 preadolescent children. Since each field team designs its own research, many varied factors influencing the way in which children learn have been explored, including: salience of the father, composition of the household, sibling order, kinship network, nature of task assignment, schooling, mother's teaching style, and the experience of initiation. Other studies have dealt with physical growth, health, motivation, social behavior, and social institutions. Brief summary statements of these studies are included in this document. (Author/AJ)

ED 049 820 PS 004 522

Jens, Dorothy

Project Genesis. Final Report.

Lake Shore Public Schools, St. Clair Shores, Mich.; Lakeview Public Schools, St. Clair Shores, Mich.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 70

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Auditory Evaluation, *Developmental Programs, *Educational Diagnosis, Grade 2, *Identification, *Individualized Programs, Kindergarten, Language Development, *Learning Disabilities, Learning Readiness, Perceptual Motor Learning, Preschool Children, Screening Tests, Speech Evaluation, Visual Perception

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, Project Genesis

Project Genesis is a preventative program which tries to identify potential learning deviancies before children enter kindergarten, and which provides individualized programming to offset future learning problems. Clinics held in the spring test each child entering kindergarten the following fall on perceptual-motor abilities, hearing, speech, language development, vision, developmental maturity, and learning readiness. Any child who displays a potential learning problem during the screening has an individual-

ized program of learning activities developed for him by a master teacher trained in developmental learning. A perceptual-motor aide and a vision consultant assist in program planning. The prescribed program is carried out through individual weekly or daily sessions. The teacher in each child's regular classroom and the child's parents also participate. (NH)

ED 049 821 24 PS 004 523
Benzinger, Thomas L.

The Effects of Instruction on the Development of the Concept of Conservation of Numerosity by Kindergarten Children. Report from the Project on Individually Guided Elementary Mathematics; Phase 2: Analysis of Mathematics Instruction.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—UW-WRDCCL-WP-44

Bureau No.—BR-5-0216

Pub Date Oct 70

Contract—OEC-5-10-154

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conservation (Concept), *Kindergarten Children, *Mathematical Concepts, *Mathematics Instruction, Number Concepts, *Program Effectiveness, Readiness, Recognition, Test Construction

Identifiers—Numerosity, Piaget

Forty kindergarten children at the Stephen Bull School in Racine, Wisconsin were tested to determine the effects of a sequence of 12 experimental lessons on the ability of kindergarten children to recognize and conserve numerosity. Subjects were 40 low-to-middle socioeconomic level children divided into treatment and control groups. A specially developed test of numerosity (arithmetic readiness) served as a pre- and post-test. The lessons were designed to give experience with one-to-one correspondence and comparisons by counting, relative size and/or relative density. No significant differences were observed between the mean gain scores of the experimental and control groups. However, significant differences were observed between the mean gain scores of children in the treatment groups who attended the half-day session and those attending a special full-day program. A similar result was observed within the control groups. Results indicate that the lessons used in this experiment did not alone sufficiently enhance the subjects' ability to conserve numerosity, but that they should provide an effective supplement to formal activity with number concepts. (Author:WY)

ED 049 822 PS 004 527

An Annotated Bibliography on Early Childhood.

Michigan Univ., Ann Arbor. Architectural Research Lab.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 70

Note—107p.

Available from Publications Distribution Services, University of Michigan, Ann Arbor, Michigan 47104 (\$4.00, Monograph ECF/1)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Child Development, Community Programs, Day Care Programs, Disadvantaged Youth, *Early Childhood Education, *Educational Programs, Equipment, Financial Support, Handicapped Children, Health Programs, Infants, Information Sources, Kindergarten, Physical Facilities, Play, Standards

Identifiers—Head Start

This annotated bibliography of more than 150 books and articles covers a wide range of topical areas concerned with the relationship of the young child to his environment. Among the 18 topics included are: child development; health, educational, staff, and community programs; infants and toddlers; handicapped children; Project Head Start; day care, and disadvantaged children. Sources for periodicals, bibliographies, and films are also listed. The bibliography is intended to be a source of information within itself as well as a directory to information sources. Annotations are extensive. The selection of publications to be included was guided by the professional interests of the project staff rather than by any explicit theory of early child care and development. (Author:AJ)

ED 049 823

Raph, Jane And Others

Influences of a Piaget-Oriented Curriculum on Intellectual Functioning of Lower-Class Kindergarten Children.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 5 Feb 71

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Ability, *Comparative Testing, Conventional Instruction, *Instructional Innovation, Kindergarten Children, *Lower Class, Middle Class, Preschool Teachers, *Program Effectiveness, Tables (Data)

Identifiers—Hollingsheads Two Factor Index of Social Position, Piaget

Intellectual functioning of a lower class kindergarten class exposed to the introduction of a Piaget-oriented curriculum was compared with intellectual functioning of one comparison lower class and one comparison middle class group of children taught in a traditional, activity-centered kindergarten program. Change scores between the beginning and end of a school year were significantly higher for the experimental lower class group on one standardized measure and on several Piagetian tasks. Main features of the Piaget-oriented curriculum and implications of the results are discussed. One-half of the document consists of the bibliography, tables, and summary material. (Author)

ED 049 824

Plumer, Davenport

Parent-Child Verbal Interaction: A Study of Dialogue Strategies and Verbal Ability.

Pub Date 4 Feb 71

Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 4, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Family Environment, Home Visits, Language Development, Language Skills, Mother Attitudes, *Parent Child Relationship, Socioeconomic Background, Tape Recordings, *Verbal Ability, *Verbal Communication, *Verbal Learning, Verbal Tests

To develop and test a scheme for analyzing adult-child verbal interaction, tape recordings of such interactions were made in 12 homes representing high verbal ability and average verbal ability. Dialogues obtained were coded in nine categories of utterances, and their frequency and patterning were related to the verbal ability of the 12 7 1/2- to 8 1/2-year-old male subjects. These children were part of a longitudinal study of the pre and post natal period as it relates to learning abilities and disabilities, and had been tested on verbal ability at age 4 and at age 7. A complete medical, social, and psychological history was also available for each child. Data from the present research included seven hours of tape from each family, representing 21 20-minute sessions; the family's commentary on each of the sessions; the researcher's notes from home visits; and the mothers' attitude responses to a questionnaire. Apparent within-group differences produced very large standard deviations and hence findings of non-significance. It was concluded that further naturalistic study would be productive, but that tighter experimental controls should be established. (NH)

ED 049 825

Korner, Anneliese F.

State as Variable, as Obstacle and as Mediator of Stimulation in Infant Research.

Stanford Univ., Calif. School of Medicine.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 12 Feb 71

Note—29p.; Paper presented at the Merrill-Palmer Conference on Research and Teaching of Infant Development, Detroit, Michigan, February 12, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, Hunger, *Infant Behavior, *Mediation Theory, *Research Problems, Response Mode, Sleep, *Stimulation

PS 004 528

Identifiers—Physical State

This paper is a discussion of the different contexts in which the concept of the infant's state is used in infant research. The infant states discussed are: regular sleep, irregular sleep, drowsiness, alert inactivity, waking activity, and crying. Also included are hunger periods and indeterminate states, those instances in which an infant's state does not clearly meet the criteria of any of the other states. A brief summary of neonatal studies which explore both innate and experiential factors affecting behavior and development of newborns is given. Without controlling for state, infant studies may yield both false positive and false negative results. State can be considered a variable, the primary focus of research rather than an intervening factor. Research in the area of state proposed included those dealing with distinctness, predictability, range, and flexibility of state. State may also be a mediator of stimulation. In studies assessing the effects of early stimulation, it is important to determine which types of stimulation are most effective at various developmental stages and the optimal state of the infant during which such stimulation can take effect. Bibliography and tables included. (Author/AJ)

ED 049 826

De Francis, Vincent

Child Abuse Legislation in the 1970's.

Pub Date 70

Note—134p.

Available from—The American Humane Association, Children's Division, P.O. Box 1266, Denver, Colorado 80201 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Child Abuse, *Child Welfare, *Innovation, Social Problems, *State Laws, *State Legislation

This document is a study of existing child abuse reporting legislation. It reflects law changes over the last five years, records the status of the law in each of the states and territories, notes novel approaches, discusses problem areas, and challenges some existing concepts. The monograph provides guidelines for communities seeking to modify their laws by presenting under this cover selected portions of existing state laws chosen as most representative of current trends. Data for this publication was collected through response to questionnaires sent to the State Department of Welfare in each state. The report recognizes that among the trends in this area are: (1) a growing number of professionals required by law to report abuse cases, and (2) a move away from a crime-and-punishment approach to a philosophy of legislation designed to protect the child and improve parental responsibility. (Author/AJ)

ED 049 827

Models for Nongrading Schools: A Report of a National Seminar.

Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date 70

Note—28p.

Available from—Institute for Development of Educational Activities, Inc., P.O. Box 628, Far Hills Branch, Dayton, Ohio 45419 (\$1.50)

Document Not Available from EDRS.

Descriptors—Administrator Guides, Community Attitudes, *Continuous Progress Plan, Definitions, Educational Practice, *Guidelines, *Models, *Nongraded Classes, *Nongraded System, Teaching Guides

The purpose of the national seminar reported in this booklet was to bring together a group of theoreticians and practitioners to (1) examine the present status of the nongraded school in the United States, and (2) establish guidelines for teachers and administrators who want information demonstrating how nongrading and continuous progress works in actual practice. Speakers stressed the importance of carefully defining what a nongraded school should be, and of using that definition to assess attempts to establish nongraded schools, and presented a conceptual model of the nongraded school. (NH)

ED 049 828

Hodges, Walter L.

The Value of Classroom Rewards in Early Education.

Pub Date Jan 71

Note—13p.; Paper presented at the 55th Annual Meeting of the American Educational Research

PS 004 532

PS 004 529

PS 004 533

PS 004 531

PS 004 535

Association, New York, New York, February 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Classroom Techniques, Creativity, Early Childhood Education, Learning, Motivation, *Reinforcement, *Social Reinforcement, *Student Teacher Relationship, Teacher Behavior

External reinforcement paradigms are useful and necessary in a complete instructional system and external reinforcement is not antithetical to a belief in an intrinsic motivation hypothesis. Teacher training, parent education, and classroom management, as well as complex learning sequences, can be improved by the use of principles emerging from the experimental analysis of behavior. Teachers especially need to pay attention to all the variables which mediate their effectiveness with children. It is time to interrelate learning and developmental principles from differing points of view which have met the empirical test of effectiveness. On the whole, the approach to instruction required by the systematic use of external reinforcement can strengthen systems derived from other theories. (WY)

ED 049 829 PS 004 539

Osborn, D. Keith, Ed.

Kindergarten: Who? What? Where?

Georgia State Dept. of Education, Atlanta; Georgia Univ., Athens. Southern Association on Children Under Six.

Pub Date 69

Note—68p.

Available from—SACUS, School of Home Economics, Dawson Hall, The University of Georgia, Athens, Georgia 30601 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Childhood Needs, *Curriculum, *Early Childhood Education, Instructional Materials, *Kindergarten, *Kindergarten Children, Mental Development, Parent Participation, Physical Development, Preschool Teachers, Program Effectiveness, Reading Programs, Social Development, Teacher Characteristics, Teacher Role

This pamphlet presents articles and papers which explore the role of a good kindergarten in the mental, physical and social development of the child. The importance of the preschool years, when the foundation of learning is laid, is emphasized throughout the publication. Individual articles by educators discuss a variety of topics, including early childhood needs and the significance of the kindergarten program; curriculum and materials; characteristics of the 5-year-old; the personality and role of a good kindergarten teacher; parent involvement; when reading should (and should not) be taught; and research related to the advantages of kindergarten. (NH)

ED 049 830 PS 004 627

Weaver, Kitty D.

Lenin's Grandchildren: Preschool Education in the Soviet Union.

Pub Date Apr 71

Note—254p.

Available from—Simon and Schuster, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 (\$7.50)

Document Not Available from EDRS.

Descriptors—Child Care, Day Care Programs, *Early Childhood Education, *Educational Philosophy, *Educational Practice, *Foreign Countries, Foreign Culture, Play, *Preschool Education, Preschool Teachers

Identifiers—Russia

The Soviets have long been devoting educational and institutional energies to the field of early childhood education. This book stresses what Russian preschool education does rather than what its theorists claim it does for children aged 2 months to 6 years who are in group care. Children, teachers and parents tell their own stories. Obviously Soviet school prepares for life in the Communist state, just as the American school tries to condition children for life in the American type of representative democracy. However, there is room for some crossbreeding of American and Russian pedagogy because, quite apart from politics, children and their basic needs are remarkably alike everywhere. (Author/WY)

ED 049 831 PS 004 629

McClelland, Donna And Others

The Unit-Based Curriculum. Ypsilanti Preschool Curriculum Demonstration Project.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date May 70

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Discovery Learning, *Emotional Development, Individual Needs, *Learning Activities, Objectives, Play, *Preschool Children, Program Descriptions, *Social Development

This document is a compilation of weekly reports written by the unit-based teachers in the Ypsilanti Preschool Demonstration Project. The purpose of the unit-based program is to supply preschoolers with the necessary educational and social skills to adapt readily to a kindergarten curriculum. The success of the program depends almost entirely upon the teachers' ability to use intuition in following the children's lead and to shape tentative explorations into solid learning experiences. The weekly reports view the program from five angles to provide different perspectives on the curriculum as it is brought to life in the classroom. The program is reviewed in terms of the goals the teachers have set, the units around which the activities revolve, the problems and small triumphs of particular children, the cognitive themes emphasized during the relatively structured Circle Time, and the teacher's observations of the children during Discovery Time (free play). (Author/AJ)

ED 049 832 PS 004 630

McClelland, Donna And Others

The Cognitive Curriculum. Ypsilanti Preschool Curriculum Demonstration Project.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Pub Date May 70

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Class Activities, *Classroom Environment, *Cognitive Development, Cognitive Processes, *Lesson Plans, Logical Thinking, *Preschool Curriculum, Student Participation, Teacher Role

Identifiers—*Piaget

The Cognitive Curriculum focuses primarily on intellectual, or cognitive development of the child. Much of its theory is based on the work of Piaget and is concerned with the development of logical thinking and representation. A central tenet is that the child learns through active involvement with his environment and that the child undergoes stages of development. Four cognitive skill areas: classification and seriation, spatial and temporal relations, predictability, and transformation are objectives suitable for the preschool child. The structured classroom environment is not intended to be a substitute for good teaching nor does it replace the need for action and interaction among children. It simply provides the child with support and the opportunity to achieve academic successes in the program. Descriptions of the role of the cognitive teacher, specific curriculum activities, and lesson plans make this document a practical guide to understanding the operation of a cognitive curriculum in preschool. (WY)

ED 049 833 PS 004 632

Sutton-Smith, Brian

A Descriptive Account of Four Modes of Children's Play Between One and Five Years.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date Dec 70

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, *Child Development, Comprehension, *Observation, *Play, *Preschool Children, Role Playing

The present descriptions of play of children two to five are based on the theory that the four processes of understanding include four different emphases: (1) imitation, (2) exploration, (3) prediction, and (4) construction (building, etc.). Therefore, the categories of children's play discussed are transformations of each of these types. Play is a reversal of the usual adaptive behavior sequences and permits the subject more variation and control over the instrumental behavior within these sequences. Play, while not always self-evident, usually occurs in a space set aside for toys and play activity at established times after adult-required activities, and is accompanied by signs of pleasure, relaxation, and

excitement. Play is voluntary and often includes role playing. The observer of play must note who is being portrayed, what acts are being expressed, and what the setting and time are within the play activity. The categories included in this paper deal only with self-play as distinguished from social play. Extensive descriptions of play at specific ages make up most of the document. (AJ)

ED 049 834 PS 004 634

Weikart, David P.

Has Preschool Compensatory Education Failed?

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 69

Note—9p.; Paper presented at the 1969 National Head Start Conference, New Orleans, Louisiana

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, Curriculum Planning, *Educational Research, Home Visits, Language Enrichment, *Preschool Evaluation, *Preschool Programs, *Student Teacher Relationship

Identifiers—Head Start

Discusses evaluation of preschool compensatory education programs and reviews research literature. Suggests that the following ideas are crucial for effective preschool education (1) children can profit intellectually from any preschool curriculum that is based on a wide range of experience; (2) the primary role of curriculum is to help the teacher to teach; (3) the selection of curriculum is critical, for one that is too easy and limited in scope will not challenge the teacher; and (4) staff involvement is more important than the particular curriculum used, and necessary ingredients include planning time for teachers, systematic language interaction between teacher and child, and home visits by teachers. An overview of research in the field of preschool education is also given in this paper. [Filmed from best available copy.] (NH)

ED 049 835 PS 004 635

Spicker, Howard H.

The Influence of Selected Variables on the Effectiveness of Preschool Programs for Disadvantaged Children.

Office of Child Development (DHEW), Washington, D.C.

Pub Date 69

Note—14p.; Paper presented at the 1969 Head Start Conference, Los Angeles, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Disadvantaged Youth, Experimental Programs, *Intervention, *Preschool Programs, *Program Effectiveness, *Program Evaluation

Identifiers—Bereiter Englemann, Early Training Project, Head Start, Indiana Project, Merle Karnes, Perry Preschool Project

The purpose of this paper is to identify some variations among experimental programs and discuss the manner in which such variations seem to affect a program's success. To accomplish this purpose an in-depth analysis of a few major preschool intervention studies is made in terms of four pertinent variables: (1) Curriculum Model (2) Home Intervention (3) Age at Intervention and (4) Duration of Intervention. The Westinghouse Report evaluating the impact of Head Start, the Gray and Klaus program, the Indiana Project, the Karnes program, the Weikart program, Montessori, and the Bereiter-Englemann program are compared. A few general observations and tentative speculations are made about several other variables which appear to affect the outcome of preschool interventions. The evaluation of preschool outcomes might involve the four major variables in determining what modifications would improve preschool intervention results with disadvantaged children. (WY)

ED 049 836 PS 004 638

Lewis, Michael Wilson, Cornelia D.

Infant Development in Lower Class American Families.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Apr 71

Note—24p.; Paper presented at the meeting of the Society for Research in Child Development, Minneapolis, Minnesota, April, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Caucasians, Child Rearing, Cognitive Development, *Infant Behavior, Lower Class, Middle Class, Middle Class Mothers, *Mothers, Negroes, Negro Mothers, *Parent Child Relationship, Social Class, *Social Differences
 Identifiers—Bayley Mental Development Index, Escalona and Corman Object Permanence Scales

This study was conducted to observe the effects of social class on the interaction of mothers and their 12-week-old infants. Data on the infants' cognitive and attentive behavior was also obtained. Each of 32 white and black infants from five different levels of social class was observed at home for two full hours of waking time. Observed infant behavior included move, vocalize, fret/cry, play, noise, and smile. Findings indicate that lower SES infants vocalize and smile more and fret/cry less than upper middle SES infants. Maternal behaviors of touch, hold, smile, look, and play were more frequent among lower SES than middle SES mothers, and lower SES mothers spend more time watching TV than the middle SES mothers. There is a relatively strong relationship between infant and maternal behavior. Middle SES mothers vocalize when their infants vocalize, touch and hold them when they fret and watch them play. Lower SES mothers tend to touch their infants when they vocalize, when they cry and when they are at play. There were no class differences on the two infant mental tests. Performance on a measure of attention indicated that two-thirds of the middle class infants failed to show response decrement while all the lower class infants demonstrated response decrement. In general, this study supports the presence of social class differences in terms of both cognitive and attentive behaviors.

ED 049 837

PS 004 656

Weikart, David P.
Relationship of Curriculum, Teaching, and Learning in Preschool Education.

HighScope Educational Research Foundation, Ypsilanti, Mich.
 Pub Date Feb 71

Note—35p. Paper presented at the Hyman Blumberg Memorial Symposium on Research in Early Childhood Education, Baltimore, Maryland, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Curriculum Design, Curriculum Evaluation, *Disadvantaged Youth, Early Experience, Educational Research, *Preschool Curriculum, *Preschool Education, Preschool Evaluation, Student Teacher Relationship, Teaching Methods, Teaching Techniques

Identifiers—Cognitively Oriented Curriculum, Curriculum Demonstration Project, Language Training Curriculum, Unit Based Curriculum

Three basic questions concerning preschool education are discussed using information derived from research in early childhood education through 1963-1971. The questions are: (1) Does preschool education make a difference in later school performance of disadvantaged children? (2) If preschool education does make a difference, does it matter which curriculum theory is employed? and (3) How can educators guarantee effective preschool education? Findings indicate that (1) Preschool experience can make a difference for disadvantaged children. A few special situations have offered immediate positive impact in terms of their stated goals. Long-term data are not yet available. (2) From four types of curricula (Programmed, Open Framework, Child-Centered, and Custodial) two points can be made. First, children profit from any curriculum that is based on a wide range of experiences and second, the successful curriculum guides the teacher in adapting theory to the actual behaviors of children and (3) A successful program requires an effective staff model which in turn relies on planning and supervision. Educators should feel free to develop any curriculum that can be adapted to the needs of the children and the requirements of their staff model. (WY)

ED 049 838

PS 004 668

York, Mary Elizabeth

A Guide to the Planning and Operation of a Child Development Center for Migrant Children and a Report of the Hoopeston Child Development Center: A Pilot Demonstration Project of the Illinois Migrant Council and the University of Illinois.

Hoopeston Child Development Center, Ill.; Illinois Univ., Urbana. Coll. of Education.

Pub Date Aug 70

Note—314p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Child Development Centers, *Community Migrant Projects, Comprehensive Programs, *Day Care Services, Educational Programs, Financial Support, Infants, *Migrant Child Care Centers, Migrant Child Education, Migrant Children, Migrant Health Services, Migrant Workers, Parent Participation, Physical Facilities, Preschool Children, *Program Planning

This report describes in detail the planning and operation of an 8-week pilot day care program for migrant children in Hoopeston, Illinois. Planning began a year in advance and involved arrangements for funding, staff, and physical facilities, as well as the important human relations task of establishing honest communication between representatives of two segments of the community: business and professional people, and adult migrant workers. The structure and meetings of the planning-advisory committee are described. Other areas discussed are the role of migrant representatives, licensing and regulations, financing and budget, fees, building, the children, professional and volunteer staff, staff recruitment and training, comprehensive services, parent involvement, and the educational program—its goals, methods, and curriculum. Evaluation is in progress. Appendixes comprise approximately 3/4 of the document and include supplemental materials and reports. (NH)

ED 049 839

PS 004 679

Feitelson, Dina And Others

Social Interaction in Heterogeneous Pre-Schools in Israel.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 5 Feb 71

Note—13p. Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, *Heterogeneous Grouping, *Homogeneous Grouping, Middle Class, Observation, Peer Relationship, Play, *Preschool Children, *Social Relations

A 2-year-project with 48 disadvantaged (D) and 48 middle class (P) Israeli 2-year-olds was set up to study how heterogeneous or homogeneous grouping influences social interaction. Twenty-four D's were the homogeneous group, 48 P's and 24 D's were equally divided into three heterogeneous groups with a ratio of 2:1. This report is based on an analysis of narrative records of subjects during 1-hour free play observations. The records were first divided into Social Interaction Units (SIU's). SIU's were then classified into seven categories, and the percentage of SIU's of each child in any one of the categories and with any type of possible interactee (adult, D child, P child) computed. The overall amount of social interactions increased more for the heterogeneous D's than for the homogeneous D's. However, both heterogeneous D's as well as P's interacted more within their own group than with each other, despite the 2:1 ratio of P's to D's in each group which should have favored interaction with P's by the heterogeneous D's. Moreover, the homogeneous D's (like the P's) developed a better ability to cooperate with peers while the heterogeneous D's remained very dependent on adults. (Author)

ED 049 840

PS 004 686

Emlen, Arthur C.

Neighborhood Family Day Care as a Child-Rearing Environment.

Oregon State Univ., Portland.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 19 Nov 70

Note—29p. Paper presented at the Annual Meeting of the National Association for the Education of Young Children, Boston, Massachusetts, November 19, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Child Care Workers, Community Services, *Day Care Services, *Friendship, Interpersonal Relationship, Mother Attitudes, Motivation, Neighborhood, *Residential Care, Rewards, Social Relations, *Working Women

The field study reported examined the attitudes and behavior of working mothers and their neighborhood caregivers (nonrelatives). Data were obtained from interviews with 104 mother-sitter pairs, 39 of whom were friends when the arrangement began, and 65 of whom were strangers. The dynamics of mother-sitter relations prove to be dramatically different for the two groups. Between women who already know each other, friendship is apparently the bond that holds the day care arrangement together. Dissatisfactions may involve strains centering around status, dominance, and interpersonal issues, but may be tolerated because of friendship. By contrast, those who start out as strangers tend to develop a system of mutual satisfactions not associated with degree of friendship although friendship may later develop. Motivation for caregivers who sit for strangers was found to be personal role satisfaction, as well as economic. The goals and methods of the Day Care Neighbor Service, a 2-year demonstration project, are described. Through a creative use of consultation, social workers reach "day care neighbors" who, in turn, help potential users and givers of day care to find each other and to make satisfactory arrangements. The social impact of the service is discussed. Tables are included. (NH)

RC**ED 049 841**

95

RC 003 245

The Mexican American: Quest for Equality.

National Advisory Committee on Mexican American Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, *Dropouts, *Educational Needs, *Equal Education, Federal Legislation, *Mexican Americans, *Spanish Americans, Testing

The 1968 booklet, a report by the National Advisory Committee on Mexican American Education, contains a brief description of the problems facing more than 5 million Mexican Americans in our society. According to the report, the failure of education has been the failure to recognize the needs of Mexican American students; this is evidenced by their high dropout rate. The report also notes that, because of the language barrier and the lack of suitable instruments to test the intelligence and the learning potential of Mexican American children, they are labeled as "mentally retarded" (e.g., in California, Mexican American students account for more than 40% of the so-called mentally handicapped). Included in the booklet is a section entitled "Blueprint for Action," which lists 11 suggestions for working toward solutions to the problems of educating Mexican American children. (EJ)

ED 049 842

RC 004 953

Benefits and Burdens of Rural Development. Some Public Policy Viewpoints.

Iowa State Univ. of Science and Technology, Ames. Center for Agricultural and Economic Development.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 70

Note—311p.

Available from—Iowa State University Press, Press Building, Ames, Iowa 50010 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Community Change, Economic Change, Economic Opportunities, Human Resources, Industrialization, Industrial Relations, Industrial Technology, Manpower Needs, *National Programs, *Policy, Population Distribution, *Rural Development, *Rural Economics, Rural Environment, Social Characteristics

A book of collected papers (by 23 educators, government officials, and industrial leaders who attended a recent national symposium at Iowa State University) presents information on general economic and social characteristics of rural communities, effects of technological growth on rural communities, economic and social policies for improvement of rural living, and public policies

to relate welfare of rural people to national goals. Sixteen chapters discuss such topics as opportunities of the farm population, economic impact of public policy and technology on marginal farms and the rural nonfarm population, cost of farm programs, distribution of benefits from farm programs, structure and performance of the agribusiness supply sector, economics of rural areas, adequacy of rural human resources development, the role of industrialization in promoting optimal population distribution, political power in relation to priorities and needs for solving rural welfare problems, and proposed changes for new directions in public policy as related to agricultural technology and national economic growth. (AL)

ED 049 843 RC 005 073
Smaller Communities Program, Stone County, Mississippi, Part I: Economic Base Report; Part II: Manpower Resource Report.

Mississippi Employment Security Commission, Jackson.
 Pub Date Nov 69
 Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58
 Descriptors—Academic Achievement, Business, *Community Study, *Economic Factors, *Employment Trends, Income, *Living Standards, Occupational Surveys, Population Trends, Resources, *Rural Areas, Services, Statistical Data, Vocational Education, Work Experience Identifiers—*Mississippi

The 2-part document, published by the Mississippi Employment Security Commission, relates to the Smaller Communities Program conducted during 1969 to help alleviate employment problems in rural areas of Mississippi and to provide employment services in areas with varying economic problems. Based on data secured from Federal, state, and private sources, Part I of the report presents a general description of Stone County, Mississippi, along with trends concerning labor force, economic pattern, resources, and community facilities. Part II of the report surveys the county's current and potential manpower resources in terms of such factors as population, labor force, occupations, educational levels, and vocational training. Data were based on census reports or were secured from county residents through survey and through an application-taking and aptitude-testing process. (AN)

ED 049 844 RC 005 137
Teacher-Aide Guide for Navajo Area.

Dzith-Na-O-Dith-Hle Boarding School, Bloomfield, N. Mex.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Window Rock, Ariz.
 Pub Date 12 Jun 70

Note—219p.; Report on Teacher-Aide Workshop, Dzith-Na-O-Dith-Hle Boarding School, Bloomfield, New Mexico, June 8-12, 1970

EDRS Price MF-\$0.65 HC-\$9.87
 Descriptors—*American Indians, *Bilingual Teacher Aides, *Boarding Schools, Childrens Games, Creative Activities, Effective Teaching, Elementary Grades, English (Second Language), Handicrafts, *Learning Activities, Program Guides, Self Concept, Story Reading, Teacher Role, *Teacher Workshops

Identifiers—*Navajo Indians

Results of a 1970 teacher and Navajo aide workshop, sponsored by the Navajo Area Division of Education, are compiled in this guide developed particularly for use by those who work with Indian students. Workshop curriculum content and objectives are provided, as well as a section on role identification for teacher/aide teams; checklists concerning self-evaluation for teachers and aides; discussion on effectiveness of teacher and aide in terms of such factors as rapport, liaison, and culture; information on development of a constructive self-image in children; finger-plays, songs, and games for teaching English as a second language (ESL); use and development of arts and crafts; recommended games and activities; 4 original stories rewritten to teach reading using ESL structures without context; and a child's cookbook for vegetables, fruits, and sweet foods. In addition, participant evaluation of workshop activities is presented in tabular form. (AN)

ED 049 845 RC 005 157
**Underhill, Ruth M., Ed.
 Youth Problems on Indian Reservations.**

Colorado Univ., Boulder. Dept. of Sociology.
 Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Juvenile Delinquency and Youth Development.

Pub Date 6 Mar 70

Note—73p.; Report of a group consultation held in Denver, Colorado, March 4-6, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Conference Reports, Culture Conflict, *Delinquency Causes, Program Descriptions, *Reservations (Indian), Youth Opportunities, *Youth Problems

Juvenile delinquency was identified as the major problem affecting youth on Indian reservations. Causes for delinquency which were discussed included culture conflict, expectation of failure, unemployment, failure of homes and parents, discrimination, inadequate education, off-reservation schools, and alcoholism. Needs identified by tribal leaders included new services and facilities for delinquent reservation youth, training programs, and legal change for more effective handling of juveniles. Progress was reported in the areas of foster care, local involvement, alternatives to incarceration, and recreational programs. Inter-tribal cooperation, youth involvement, and leadership exercised in the form of concrete action were seen as essential to reducing delinquency among reservation youth. Consultants described programs, service organizations, and opportunities for Indian youth. A conference agenda and lists of tribal representatives and other participants are appended. (JH)

ED 049 846 RC 005 159

Project NECESSITIES: Phase I Report.

Abt Associates, Inc. Cambridge, Mass.; Utah Univ., Salt Lake City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Dec 69

Note—295p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, *Cultural Background, Cultural Factors, *Curriculum Design, Educational Resources, Eskimos, Inservice Teacher Education, National Programs, *Objectives, Program Attitudes, *Relevance (Education), Student Needs, Student Opinion

The Project NECESSITIES Draft Development Plan, in the form of a Curriculum Development Bank set up to reform social studies education and communication in Bureau of Indian Affairs schools, attempts to establish meaningful guidelines in order to gain the benefits of centralism and regionalism in the creation of multiple Scope and Sequence Plans at the local level by tribal education committees, Indian parents, school administrators and teachers, and, to some measure, even students. This plan centers around 5 master concepts: interaction (isolation), change (stability), conflict (cooperation), power (weakness), and valuing (ignoring). The plan broadly sketches the process for developing units of the Project NECESSITIES curriculum. Dimensions for each unit are the master concept; environmental concepts which "set the stage"; key concepts; appropriate subconcepts suggested by, or critical to the use of, the master and key concepts; catalytic questions which frame the concepts used in any particular activity or unit; content and comparative content; methods; media and materials; and skills related to the child's developmental stage. A teacher training program has been used to acquaint teachers with the objectives of Project NECESSITIES and has provided a period during which teachers could criticize, question, and discuss the objectives. The document contains the Draft Development Plan and related working papers, along with a section on teacher training. Included in the appendix are a list of steering committee personnel, the steering committee minutes, and committee position papers. (LS)

ED 049 847 RC 005 160

Project NECESSITIES, Phase II. Volume I: Summary and Recommendations, Liaison Network, Appendices.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Dec 69

Note—283p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American Indians, *Community Support, Cultural Background, Curriculum

Design, Evaluation, *Field Studies, National Programs, Objectives, Parents, *Pilot Projects, Program Attitudes, *Relevance (Education)

The 5 volumes in Phase II comprise the results of the initial effort to create an effective social science curriculum for Indian and Eskimo students, grades K-12. Volume I of Phase II discusses the liaison network, the primary purpose of which was to create interest, understanding, and acceptance of the Project NECESSITIES curriculum among Indian and non-Indian people so that field-testing could take place at existing educational institutions serving Indian and Eskimo people. The liaison network plan provided for contacting tribal people first and obtaining their approval of the plan before any major action was taken. Once tribal approval was gained, visits were made by the liaison staff to various schools and Indian nations in efforts to gain acceptance of Project NECESSITIES materials for field-testing. Also, in order to understand better the curriculum needs of Indian people, liaison network personnel attended various Indian education conferences. In the document are progress reports on field-testing, recommendations and resolutions from Indian education conferences, and the current status and projections for the Project NECESSITIES liaison network. Appendix 1 contains materials which may be incorporated into the Project NECESSITIES curriculum at some later time; Appendix 2 contains questionnaires developed to elicit response to pilot units being field-tested; and Appendix 3 contains weekly progress reports by project staff. (LS)

ED 049 848 RC 005 161

Project NECESSITIES, Phase II. Volume II, People, Places and Things.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Dec 69

Note—302p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*American Indians, Cultural Background, Cultural Factors, *Curriculum Design, *Discovery Learning, Eskimos, Evaluation, Inductive Methods, Lesson Plans, National Programs, *Primary Grades, Relevance (Education), *Social Studies, Student Needs

The activities and materials in this Project NECESSITIES social studies unit (People, Places and Things) are meant to act as a framework by which the teacher may devise additional content material appropriate to her own students' unique background. The unit, devised for use with primary school students, has as one of its primary emphases the use of the student as an immediately available source of information about the people, places, and things in his environment. Arrangement of materials is, therefore, designed to move from the known to the unknown, from the simple to the complex, and from the concrete to the abstract. The sub-units presented in the document are (1) Homes; (2) Homes and Schools; (3) Geographic Relationships; (4) Animals on the Land; and (5) Economics, Technology, and the Land. A summary of revisions resulting from field-testing the unit in 5 schools is also included. (LS)

ED 049 849 RC 005 162

Project NECESSITIES, Phase II. Volume III: Communication Skills—Fact and Opinion.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Dec 69

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Communication Skills, Cultural Factors, *Curriculum Design, Educational Resources, Evaluation, Junior High School Students, National Programs, Objectives, Relevance (Education), *Secondary School Students, *Social Studies, Student Opinion

Underlying the creation of this Project NECESSITIES unit entitled "Communication Skills: Fact and Opinion" (for secondary students) are the following assumptions: (1) that the way a person presents an argument is as instructive and sometimes as persuasive as the content of the argument, (2) that understanding the process of persuasion and the use of fact and opinion are important in understanding human behavior, (3)

that concepts and generalizations are useful in the classroom to the degree that they generate open questions from students, (4) that the means of conveying social studies content and principles is through fact and opinion, (5) that classroom questions should become more of a tool for the student than for the teacher, (6) that a concept is no more useful than a fact unless the possessor can make use of the concept as a means of solving real problems or further understanding a real situation, and (7) that what we come to know and to believe should make us better able to fulfill our life's objectives and to manipulate our environment successfully. In the document, the narratives of the 14 classroom activities for this unit focus on teaching what fact and opinion are, how students can begin to use the analytic skills they learn in practical ways, and how to distinguish fact from opinion. Along with the narratives, evaluations and recommendations made by the 5 schools which field-tested this unit are included. (LS)

ED 049 850 RC 005 163

Project NECESSITIES, Phase II. Volume IV:

Economics—The Science of Survival.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Dec 69

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Cultural Background, *Cultural Factors, *Economics, Educational Resources, Evaluation, National Programs, Objectives, *Relevance (Education), *Secondary School Students

Phase II, Volume IV of the Project NECESSITIES reports contains the first unit of a series on practical economics for Indian students. The unit, Allocation of Resources, was field-tested in the fall of 1969-70 with 10th, 11th, and 12th graders in the Eagle Butte High School, Eagle Butte, South Dakota. The 16-activity version provided in the document was revised on the basis of responses from the 4 teachers and 146 students involved in field-testing. (LS)

ED 049 851 RC 005 165

Project NECESSITIES, Phase III Report. Volume I.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jul 70

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Cultural Background, Cultural Factors, Curriculum Design, Educational Resources, *Federal Programs, *National Programs, Parent Role, *Parent School Relationship, *Personnel Needs, Relevance (Education)

Phase III, Volume I is a progress report of Project NECESSITIES to the Bureau of Indian Affairs. The report lists curriculum materials prepared as of June 1970. No provisions were made for distribution of materials at the end of Phase III. Phase IV, which was originally envisioned as having materials distribution and corollary training programs in the fall of 1970, was not funded. The document also contains several models to be used to stimulate parental involvement in defining local educational objectives, establishing recommendations for school personnel, defining school personnel roles in the educational process, defining curriculum development limitations, and describing and proposing ideal school systems for American Indian children. An appendix contains information on the private non-profit corporation formed to complete Project NECESSITIES; however, the corporation was unsuccessful in obtaining funds. (LS)

ED 049 852 RC 005 166

Project NECESSITIES, Phase III. Volume II: Curriculum Development Process Manual.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jul 70

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Cultural Background, Cultural Factors, *Curriculum Development, Educational Resources, *National Programs, Objectives, Relevance (Education), *Systems Approach, *Teaching Guides

Phase III, Volume II of Project NECESSITIES is a curriculum-development manual designed to increase teacher skill in developing curriculum by using a systems approach. The 4 research steps presented are assessing student resources, choosing a concept focus, choosing a skill mix, and selecting content. Instruments are provided for gathering and charting the information needed by the teacher. The 3 curriculum-implementation steps are developing instructional objectives, an instructional plan, and an evaluation procedure. A model narrative scope and sequence K-12 is provided, as are flow charts and unit-development worksheets. (LS)

ED 049 853 RC 005 167

Project NECESSITIES, Phase III. Volume III: Case Studies in Teacher Training.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jul 70

Note—341p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*American Indians, Cultural Background, Cultural Factors, Curriculum Design, *Curriculum Development, Educational Resources, Relevance (Education), *Simulation, Social Studies, *Systems Approach, *Teacher Workshops

The staff of Project NECESSITIES conducted 2 workshops for educators concerned with curriculum for American Indian (including Eskimo) students. The purpose of these sessions was to familiarize participants with techniques pertinent to development of curriculum for Indian students at both the elementary and secondary school levels. The practica were organized around 2 central activities: task sessions I and II. Task Session I was a simulated exercise in which all participants, divided into 2 groups according to their interest in either elementary or secondary students, were given scenarios based on real classroom data describing student difficulties in dealing with conflict situations. Participants were asked to prepare a lesson plan introducing a unit exploring these concepts. Skill areas, content, methods, media, and materials were suggested, and optional lesson plan forms were provided to help participants perform the exercise. They were encouraged to call on project staff members present as resources during the exercise. Process guidelines suggested in the directions given to the participants paralleled the major steps in the curriculum development process model. The task session was followed by a critique session. During Task Session II, participants were asked to develop a piece of curriculum that they intended to use in their own classrooms. (LS)

ED 049 854 RC 005 168

Project NECESSITIES, Phase III. Volume IV: Teaching Materials for Kindergarten and First Grade.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jul 70

Note—303p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*American Indians, Cultural Factors, *Curriculum Guides, Educational Resources, *Grade 1, *Kindergarten Children, *National Programs, Relevance (Education), Supplementary Reading Materials

Phase III, Volume IV, Part A of Project NECESSITIES consists of 10 activities intended for kindergarten-aged American Indian (including Eskimo) children. Some of the supplementary materials needed to teach these activities ("Symbol Formation" and "An Animal Alphabet") are appended. The unit, entitled Learning to Communicate, begins with non-verbal activities and ends with activities involving symbolic writing. Part B, (People, Places and Things) for 1st graders is divided into 3 sub-units: Homes; Homes and Schools; and School, Land and Community. The sub-units are designed to provide the Indian student with a knowledge not only of his own way of life but also of the way other people live. Each set of classroom activities which precedes the instructional narratives is meant to provide a reference for several days of teaching. Each includes a short overview of the activity itself and indicates the materials and equipment needed to carry out the activity. (LS)

ED 049 855 RC 005 169

Project NECESSITIES, Phase III. Volume V: Teaching Materials for Second and Third Grades.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jul 69

Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Cultural Background, Curriculum Design, *Curriculum Guides, Educational Resources, *Grade 2, *Grade 3, *National Programs, Relevance (Education), Supplementary Reading Materials

Part III, Volume V, Part A of Project NECESSITIES consists of 6 units intended for 2nd-grade American Indian (including Eskimo) children. Activities include music, pantomime, and drama to allow the student and teacher to develop their own classroom version of the story of creation so that the student learns the difference between fact and truth. Supplementary materials ("Long Ago When There Was Darkness and All Things Were Yet to Be Made" and "Animals, Climate and Terrain") needed to teach these social studies units are appended. Part B, Using the Land, is intended for 3rd-grade children and consists of 3 units. The units are designed to provide the Indian child with a knowledge of elementary economic concepts which are tied directly to the land as the primary economic resource for meeting man's needs. Supplementary material needed to teach Part B is "Egegik and Shageluk" which is appended. In Parts A and B, each set of classroom activities which precedes the instructional narratives is meant to provide a reference for several days of teaching. Each includes a short overview of the activity itself and indicates the materials and equipment needed to carry out the activity. (LS)

ED 049 856 RC 005 170

Project NECESSITIES, Phase III. Volume VI: Secondary Program for High Potential Indian Students.

Abt Associates, Inc. Cambridge, Mass.
Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Jul 70

Note—456p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*American Indians, Communication Skills, Cultural Background, *Curriculum Design, Economics, Evaluation, *Gifted, Independent Study, National Programs, Objectives, Program Attitudes, *Secondary School Students, Self Concept, *Social Studies

It is recommended that this Project NECESSITIES material be used with high-potential Indian 10th, 11th, and 12th graders; however, the junior year may be best. It is also suggested that the social studies department of a high school plan to teach the material on a rotating-team basis. If no more than 1 period a day can be utilized, then the class should meet during the last period, when activities can extend beyond a set segment of time; also, if possible, the class should be held in a room that is not perceived as regular classroom. The following units are presented in this Teacher's Guide: Unit I, Fact and Opinion, which develops communication skills by assisting students in analyzing language; Unit II, Concept Formation, wherein students are introduced to critical concepts in social science; interaction, change, conflict, power, and valuing; Unit III, Nobody Loves a Drunken Indian, which engages students and teachers in a number of activities designed to illuminate the concepts which the book implicitly contains and which the students have learned to recognize from previous units; Unit IV, Drink, Drank, Drunk, which uses a board game developed by the project to deal with the effects of drinking in terms of job, life-style, and self-image; Unit V, The Allocation of Resources, which looks at the relationship between unlimited want and limited resources; Unit VI, Independent Projects, which describes ways of involving students in developing independent projects for class presentation; and Unit VII, Making a School, wherein the students make a utopian educational system. (LS)

ED 049 857

RC 005 176

Choldin, Harvey M. Trout, Grafton D.
Mexican Americans in Transition, Migration and Employment in Michigan Cities. Part I: Introduction and Summary.

Michigan State Univ., East Lansing, Rural Manpower Center.

Spons. Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Report No.—RMC-22

Pub Date Mar 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Factors, Educational Needs, Employment Patterns, Income, *Job Application, *Mexican Americans, *Migrant Workers, Occupational Mobility, Reports, Research Methodology, Social Characteristics, Social Integration, *Sociology, Urban Areas, *Urbanization

Identifiers—*Michigan

Part I of a sociological study concerned with the urbanization of Mexican Americans (former migrant farm workers) in Michigan cities is presented. Using a random sample of Mexican American households, the following areas are examined: household composition and education, migration and community stabilization, finding jobs, employment and income patterns, and occupational and income mobility. Policy and research recommendations are presented in terms of the foregoing areas. The report suggests that "the role of cultural variables in the migration, resettlement, employment, education, and mobility of Mexican Americans must be considered in the varying situational contexts into which migrants move and within which they and their children live." (MB)

ED 049 858

RC 005 190

Innis, Jerry Lee
Creative Thinking Abilities of Rural and Urban Elementary School Students.

Pub Date 67

Note—169p.; Doctor's dissertation submitted to East Texas State University, Denton, Texas

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 68-1124, Microfilm \$3.00; Xerography \$7.80)

Document Not Available from EDRS.

Descriptors—Creative Ability, *Creative Thinking, Doctoral Theses, *Educational Research, *Elementary School Students, Grade 5, Grade 6, Originality, *Rural Urban Differences, *Self Expression, Social Influences

The 1967 study was designed to determine if there were significant differences in the creative thinking abilities of students attending certain urban and rural elementary schools in North Texas. The target population was selected from 7 rural and 2 urban school districts. The subjects, 100 urban and 100 rural, were matched in terms of 6 selection factors: grade level, sex, chronological age, intelligence quotient, color of skin, and occupational classification of the family head. All subjects completed 3 instruments: a Student Information Sheet, The California Short-Form Test of Mental Maturity, and The Minnesota Tests of Creative Thinking, Abbreviated Form VII. Among the conclusions are (1) that because of the significantly higher overall scores demonstrated by urban students, creative thinking abilities within the scope of this study were influenced by the urban-rural factor and (2) that urban students had significantly greater facility for supplying a large number of ideas, whether the task required writing or sketching. (EJ)

ED 049 859

RC 005 192

Thomas, Kathryn Ann
A Comparison of Teenage Boys' and Girls' Orientations Towards Marriage and Procreation.

Texas A and M Univ., College Station, Texas Agricultural Experiment Station.

Spons. Agency—Department of Agriculture, Washington, D.C.

Pub Date 3 Feb 71

Note—26p.; Paper presented at annual meetings of the Association of Southern Agricultural Workers, Jacksonville, February 1-3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, *Attitudes, Caucasian Students, *Cross Cultural Studies, *Family (Sociological Unit), Goal Orientation, *Marriage, Negro Youth, *Rural Youth, Work Attitudes, Work Life Expectancy

The objective of this study was to investigate the orientations of boys and girls towards marriage and procreation, a neglected area of sociological study, and to ascertain the manner in which the sexes may differ in these orientations. Reported are findings from a survey of Negro and white high school seniors and their dropout age peers residing in economically depressed areas of rural East Texas. Although the youth evinced a general desire to marry in their early twenties, Negro and white girls desired to marry earlier than their male counterparts. Regardless of sex or race, the overwhelming majority of youth desired and expected from 2 to 4 children. The white boys evidenced slightly lower desires for children than the white girls. Except for the Negro girls, the boys and girls preferred their spouses or themselves, respectively, not to work outside the home after children. However, regardless of race, girls were considerably more inclined towards working outside the home, at least until children, than the boys were towards their wife working. The central tendency in every sex-race grouping, except the Negro males, was to rank "desire to marry and raise a family" moderately relative to other goals. The Negro boys tended to rank these goals low. (Author)

ED 049 860

RC 005 203

Ewing, Kern
The Mexican-American Value System in an Urban Environment.

Pub Date Aug 70

Note—171p.; Master's Thesis submitted to Texas Tech University, Lubbock, Texas

Available from—Inter-Library Loan from Texas Tech University, Lubbock, Texas

Document Not Available from EDRS.

Descriptors—*Acculturation, *Anglo Americans, *Cross Cultural Studies, Cultural Traits, Masters Theses, *Mexican Americans, Research, Rural Urban Differences, *Social Values, Sociocultural Patterns

The study was designed to investigate the Mexican American value system in an urban environment. The target population consisted of Mexican Americans and Anglo Americans in census tract 3, a section of what is known as the Arnett-Benson neighborhood in Lubbock, Texas. The problem was stated in the form of 2 questions: (1) to what extent are differences in Mexican American value orientations found to exist when the variable of urban-rural residence is taken into account and (2) to what extent have urbanized Mexican Americans come to resemble either urban or rural Anglo Americans with respect to value orientations. Four hypotheses were tested using a research instrument written in Spanish and English, specifically designed for cross-cultural testing. Three significant findings were revealed: (1) that the value system of the urban Mexican American had changed in the transition from a rural to an urban environment, (2) that the value system of the urban Anglo American had not changed in the transition, and (3) that, using the criteria of the value-orientation analysis, differences between the urban Mexican American and the urban Anglo American were not significantly discernible. The document includes an explanation of the statistical methods used in data analysis, as well as tables and graphs. (EJ)

ED 049 861

RC 005 205

McDowell, Neil Allen
A Status Study of the Academic Capabilities and Achievements of Three Ethnic Groups: Anglo, Negro, and Spanish Surname, in San Antonio, Texas.

Report No.—CRP-2648

Pub Date Aug 66

Note—186p.; Doctor's dissertation submitted to the University of Texas, Austin

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-3322, Microfilm \$3.00, Xerography \$8.60)

Document Not Available from EDRS.

Descriptors—*Ability, *Academic Achievement, Anglo Americans, Bilingual Students, *Cross Cultural Studies, Culturally Disadvantaged, Disadvantaged Youth, Doctoral Theses, Intelligence, *Mexican Americans, *Negro Students, Reading Achievement, Social Class

The doctoral dissertation compared intelligence, general ability, and reading achievement of 735 Negro, Anglo, and Spanish-surnamed first-graders from the San Antonio Independent School District. Intelligence and general ability

were measured by pretest. The "Goodenough-Harris Draw-A-Man Test" was used to test intelligence and "The Inter-American Test of General Ability, Level One" measured reading readiness. Reading achievement was measured by the "Inter-American Test, Reading Level I" (English Form). Anglo children scored significantly higher than Spanish-surnamed or Negro children in general ability and intelligence as measured by the initial tests. Significant differences were also found among the social classes, generally favoring the upper classes. All further analysis was either prohibitive or did not reveal significant differences. Testing procedures and inappropriateness of some of the instruments used limited reliability of the findings. (This document is Supplement No. 2 to a dissertation previously announced in "RIE" as ED 026 217.) (MB)

ED 049 862

RC 005 207

A Curriculum Guide for Migrant Education.

Virginia Beach City Public Schools, Va.

Pub Date 70

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Differences, *Curriculum Guides, *Elementary Schools, Elementary School Science, Health, *Inservice Teacher Education, Language Development, Mathematics, *Migrant Children, Physical Education, Reading Development, Resource Materials, Social Studies, Summer Programs

Identifiers—*Virginia

The 1970 curriculum guide for migrant children was developed by the Virginia Beach School System around a philosophy that exposing the elementary school child to various experiences improves self-concept and enhances the child's growth in social and academic skills, language ability, vocabulary skills, cultural background, and health and nutritional habits. In the document, general and specific objectives are listed. Sections on language arts and developmental reading, social studies, science, mathematics, health, and physical education are presented in chart form, with the following column headings: Needs, Objectives, Learning Experiences, and Materials. A section on inservice programs provides descriptions and purposes of inservice workshops, and a section on evaluation discusses the local summer program for migrant children. (AN)

ED 049 863

32

RC 005 209

Henderson, James C. Wilson, Alfred P.

The Wilcox Story. A Report from the Wilcox Elementary School's Summer Migrant Project.

Arizona State Dept. of Education, Phoenix.

Spons. Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date [70]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, Enrichment Activities, Health, *Mathematics, *Migrant Child Education, *Nutrition, *Reading, *Summer Programs

The third annual 6-week summer school program based on the needs of migrant children in the Wilcox, Arizona, area was designed as a result of a survey of local school principals. The survey indicated a great need for improvement in reading and mathematical skills, along with nutritional and health services. In the program planning, 5 age groups were used in classifying the children before instruction was initiated: pre-kindergarten, ages 4 and 5; kindergarten, ages 5 and 6; primary, ages 7 and 8; elementary, ages 9 and 10; and upper elementary, ages 11 through 15. Average student attendance was 142 for the program, with 4 teachers, 2 aides, and 1 librarian as the nucleus of the instructional staff. The program presented many varied "interest-activities" in addition to the main thrust of improving skills in reading and mathematics. Pre- and post-program achievement testing revealed significantly higher scores at the end of the program. A daily routine schedule, a description of a typical school day in the program, and black-and-white photographs are included in the document. (EL)

ED 049 864

RC 005 217

MacMillan, Robert Wilson

A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners.

Report No.—CRP-2648

Pub Date Aug 66

Note—272p.; Doctor's dissertation submitted to the University of Texas, Austin

Available from—University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 67-3327, Microfilm \$3.50, Xerography \$12.40)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Anglo Americans, *Attendance Patterns, Attitudes, Cross Cultural Studies, Demography, Disadvantaged Youth, Doctoral Theses, Family Role, Grade 1, *Mexican Americans, *Negro Students, Research, Sex Differences, *Socioeconomic Influences, Spanish Speaking

A model of inquiry was designed to test the correlation between certain socioeconomic variables and school achievement of Spanish-speaking 1st-graders in San Antonio, Texas. For analyses of these variables as predictors of achievement and attendance, 305 Mexican American children were used; 5 Mexican American, 4 Negro, and 3 Anglo schools were also used in testing the correlation between ethnic group membership and attendance. Results of analyses, using multiple linear regression techniques, were (1) that independent variables of parent's occupation, child's school attendance, preschool experience, IQ, and pretest scores were significant achievement predictors and that, combined, the variables of parent's occupation, family size and organization, preschool experience, pupil's sex, and school attendance were more significant achievement predictors than was IQ; (2) that none of the foregoing independent variables was a significant attendance predictor; and (3) that analysis of attendance in relation to ethnic group membership, using temperature and precipitation as concomitant variables, indicated that weather has a more negative effect on attendance of Mexican Americans and Negroes than of Anglos—probably due to lack of proper clothing and medical care. Additionally, a demographic study was done on Spanish-surnamed families in the Southwest; results indicated Mexican Americans to be socioeconomically below Anglos and Negroes and in danger of falling further behind. (This document is Supplement No. 1 to a dissertation previously announced as ED 026 217.) (LS)

ED 049 865 RC 005 218

Child Labor in Agriculture, Summer 1970: A Special Report.

American Friends Service Committee, Philadelphia.; National Committee on the Education of Migrant Children, New York, N.Y.

Spons Agency—Children's Foundation, Washington, D.C.

Pub Date Jan 71

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Laborers, *Child Labor Laws, Field Crops, Health, Labor Conditions, Living Standards, *Migrant Children, Migrant Education, *Reports, *Seasonal Laborers, Surveys

A special project, undertaken to furnish some of the hard facts on child labor in agriculture in the summer of 1970, resulted in publication of this report. Part I of the report discusses society's attitudes toward agricultural workers, laws about the use of children as industrial laborers, work activities (with definitions of work for the various crops), and migrant working and living conditions. Part II, composed entirely of excerpts from field reports, deals with health, education, wages, and working and living conditions in Washington, Oregon, Ohio, Maine, and California. Part III includes the project outline; an overview of child labor in agriculture; excerpts of the Fair Standards Act of 1938, as amended (1961 and 1966); excerpts of state labor laws from the states used in the study; and facts on child labor from the U.S. Department of Labor. (AN)

ED 049 866 RC 005 225

Oregon Migrant Health Project, 1970 Annual Report.

Oregon State Board of Health, Portland.

Pub Date 70

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Dental Health, *Farm Labor, Health Education, Living Standards, *Medical Services, *Migrant Workers, Nursing, Nutrition, Ophthalmology
Identifiers—*Oregon

The 1970 annual report on the Oregon Migrant Health Project discusses health services for migrant agricultural workers and their families (approximately 30,000 individuals) who worked and lived temporarily in various Oregon counties. As noted, some 9,000 of the 30,000 migrants were estimated to be in need of some type of medical service. Thus, the basic objective involved providing migrants with acceptable and accessible medical and dental care, hospitalization, and preventive health services with the existing resources. Results presented in the document are divided into categories: medical services, hospital services, dental services, nursing services, sanitation services, health education services, and long- and short-term goals for improved nutrition. Statistics are given for 12 project counties, along with discussions of efforts made to attain project objectives. The report notes that the greatest need for funds related to dental care, eye-glasses, hospitalization, and inpatient physician's fees. (AN)

ED 049 867 RC 005 226

Thomas, Kathryn Ann Educational Orientations of Southern Rural Youth: An Analysis of Socio-economic Status and Racial Differences.

Pub Date 70

Note—182p.; Master's thesis submitted to University of Kentucky, Lexington, Kentucky

Available from—Inter-Library Loan from the University of Kentucky, Lexington, Kentucky

Document Not Available from EDRS.

Descriptors—*Academic Aspiration, Anglo Americans, Educational Objectives, Grade 10, Masters Theses, Mobility, Negro Students, *Racial Differences, *Rural Youth, Sex Differences, Social Mobility, *Socioeconomic Status, *Sociology, Southern States, Values

The principal objective of this 1970 thesis was to investigate empirically the social class differentials in educational orientations of over 5,000 rural Negro and white high-school sophomores from Alabama, Georgia, Mississippi, South Carolina, and Texas; in addition, the significance of educational goal differences and/or differential opportunities as barriers to high educational attainment and subsequent social advancement is examined. Specifically, the study includes an analysis of Negro-white differences in educational orientations. Data, collected by questionnaire in 1966 and 1967, were analyzed in terms of interstate differences, socioeconomic-status differences, and racial differences. The findings in regard to educational aspirations suggest that opportunity, like educational aspirations, may not significantly prevent social mobility of low-socioeconomic-status youth but merely limits how far a youth can rise in socioeconomic status. That is, educational expectations indicate that lack of opportunity may be a barrier to completion of college by low- and moderate-socioeconomic-status youth. Implications suggest that educational opportunities be increased so that youth can pursue their educational goals; this might reduce value differences between social classes and races. (AN)

ED 049 868 RC 005 236

Mangano, James F. Towne, Richard C. Improving Migrant Students' Academic Achievement Through Self-Concept Enhancement.

State Univ. of New York, Genesee. Center for Migrant Studies.

Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Genesee. Coll. of Arts and Science.

Pub Date [70]

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability, *Academic Achievement, Behavior, Family Influence, Migrant Adult Education, *Migrant Children, *Parent Attitudes, *Puerto Ricans, *Self Concept

The purpose of this research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles results in better academic achievement by their children. Specific aspects investigated were (1) Can the images and expectations which migrant parents hold for their low-achieving children be positively modified? (2) Will systematically increased images and expectations as perceived by migrant children result in enhanced self-concepts of ability? and (3) Will enhanced

self-concepts of ability result in significant increases in academic achievement? A sample of 21 children of Puerto Rican descent, 12 in the experimental group (aged 6 to 16) and 9 in the control group (aged 7 to 14), was utilized in a pre-post design. Data collected through the administration of the reading and arithmetic subtests of the "Metropolitan Achievement Test" and a Spanish translation of the "Michigan State General Self-Concept of Ability Scale" were analyzed by a t-tailed t-test for related measures. The results indicated that the self-concept of ability for the experimental group increased significantly and that academic achievement of the experimental group, as measured by the instruments described, increased significantly. (Author/MB)

ED 049 869 RC 005 243

Woods, Richard G. Harkins, Arthur M. Indian Residents in Minneapolis: A Further Examination of Their Characteristics.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Mar 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *American Indians, *Attitudes, *Education, Employment, Family Characteristics, Income, Living Standards, *Occupations, Skilled Workers, Socioeconomic Status, Training, *Urban Environment

Identifiers—*Minneapolis

A survey of inner-city Indian adults was undertaken by 165 students enrolled in an American Social Welfare class at the University of Minnesota. That survey resulted in 100 contacts with Indian adults in Minneapolis and the summarization of their characteristics as related to educational attainment and occupational category. In addition, attitudes were examined in terms of community spirit, interpersonal relations, family responsibility, schools, churches, economic behavior, local government, and tension areas. A summary provides comparisons regarding attitudinal findings for those who were graduated from high school and those who were not graduated. Approximately one-half of the document is given to statistical tables. (EL)

ED 049 870 32 RC 005 244

Flynn, Tim M. And Others Traits Related to Achievement Motivation in Migrant Pre-School Children.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Aug 70

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, Caucasian Students, Federal Programs, *Migrant Child Education, *Motivation, Motor Development, *Negro Students, Observation, *Preschool Children, Research, Risk, Self Concept, *Sex Differences

The purpose of this study was to determine whether motor inhibition, self-control, relationship with achievement model, dependency, self-concept, delay of gratification, and risk-taking constitute an achievement motivation construct for migrant preschool children. The subjects used to determine the relationship between the 7 traits and achievement motivation were 95 male and 100 female children between the ages of 3 years 9 months and 4 years 9 months. Most of the children in the study were Negro, with only 8 white children. Individual tests and observations by teachers and aides were the methods of measurement. A convergent-discriminant validation procedure was used for validating the 4 factors (cognition, self-control, relationship with achievement model, and dependency) which were established from the Pre-Kindergarten Scale through factor analysis. Convergent validities ranged from .53 to .28, while divergent validities ranged from .10 to .38. Multiple linear regression analysis was used to examine the relationship between the 7 motivational traits and achievement (as measured by the Cooperative Preschool Inventory). Separate analyses were conducted for boys and girls, and results of the study support this procedure of performing separate analyses

for each sex. The research indicates that many of the same factors (self-concept, delay of gratification, self-control, and motor inhibition) which predict achievement for middle-class males also predict achievement for migrant preschool males. (LS)

ED 049 871 32 RC 005 246

An Administrative Guide for Programs for the Education of Migrant Children.

Texas Education Agency, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 70

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Ancillary Services, Curriculum Enrichment, Educational Philosophy, Guidelines, Inservice Teacher Education, Interpersonal Relationship, *Migrant Education, Parent Participation, *Planning, *Preschool Education, Program Evaluation, Recordkeeping, *State Programs, Supplementary Educational Centers, Teacher Aides
Identifiers—*Texas

In the Texas Education Agency's administrative guide for programs involving the education of migrant children, various topics of interest to migrant educators are discussed in relation to the Texas Child Migrant Program: stated philosophies of, and guidelines for, migrant education, instructional programs, and preschool programs; different program structures; preparation and planning for preschool teachers and aides; ancillary services; parental education; use of educational service center consultants; inservice training; program monitoring; evaluation; secondary programs; the Migrant Record Transfer System; and use of various administrative forms. Samples of administrative forms are appended. (AL)

ED 049 872 32 RC 005 247

A Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children.

Texas Education Agency, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ancillary Services, *Bibliographies, Curriculum Enrichment, Educational Philosophy, Interpersonal Relationship, *Migrant Education, Nonverbal Communication, Parent Participation, Planning, *Preschool Education, Supplementary Educational Centers, *Teacher Aides, *Teaching Guides
Identifiers—*Texas

The Texas Education Agency's teacher and teacher aide guide for programs involving the education of migrant children discusses the following topics in relation to the Texas Child Migrant Program: philosophies of migrant education, instructional programs, and preschool programs; planning and preparation for preschool teachers and aides; nonverbal communication; types of program structures; teacher-teacher aide interpersonal relationships; utilization of teacher aides; ancillary services; parental education; and the use of consultants from regional educational service centers. A 14-page bibliography pertinent to the education of migrant children is included. (AL)

ED 049 873 32 RC 005 250

Social Development in Rural Manitoba.

Manitoba Cabinet Secretariat, Winnipeg.

Pub Date 15 Dec 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analytical Criticism, Educational Needs, *Government Role, Instructional Innovation, Minority Groups, Planning, Public Policy, *Rural Education, *Small Schools, *Social Planning, Student Transportation, Supplementary Educational Centers
Identifiers—*Canada

A critique of recommendations by the Local Government Boundaries Commission (LGBC) related to improvement of rural education in Manitoba, Canada, is provided. Backed by footnotes and 12 appendices, the paper contends that the LGBC Report "fails to meet its technocratic objectives and also ignores a broad role for education in social development." Specific recom-

mendations to improve the LGBC work include use of an outside consultant to direct activities of the LGBC, initiation of a series of conferences designed to define educational objectives, execution of a major policy statement of intent to extend to rural Manitobans a basic infrastructure for social development, establishment of school-based pilot community centers, implementation of contracts with institutions of higher education to create and operate a community education program in poverty-stricken areas, and initiation of a comprehensive evaluation of adult education needs and programs. Additionally, it is recommended that the Department of Youth and Education facilitate establishment of cooperative service centers, provide incentive grants to innovative teachers, train school administrators through use of consultants, and create a section devoted to needs of small schools. (AL)

ED 049 874 32 RC 005 251

Williams, Henry G., Jr. Belden, William M.

New York State Appalachian Resource Studies; Recreation and Culture, Phase I: Inventory.

New York State Office of Planning Coordination, Albany, N.Y.

Spons Agency—Appalachian Regional Commission, Washington, D.C.; Department of Housing and Urban Development, Washington, D.C.

Pub Date 70

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agriculture, *Area Studies, Community Resources, Cultural Environment, Forestry, Maps, Natural Resources, *Recreational Facilities, *Regional Planning, *Rural Areas, *Socioeconomic Influences, Tables (Data), Transportation, Water Resources
Identifiers—*Appalachia, New York

On August 18, 1965, some 13 counties of southern New York State were declared eligible for participation in the Appalachian Regional Development Program. Another county was added in 1967. Initial state responsibility of the Office of Planning Coordination centered on formulation of a comprehensive development plan for the 11,858-square-mile region. The plan required far more information about existing social and economic conditions than was readily available: What are the human, economic, social, and physical resources of the region? What are its potentials and deficiencies? Most importantly, what investments are needed to stimulate economic growth? To answer such questions, a comprehensive study of the region's resources was initiated which covered agriculture, climate, community facilities, forestry, manpower and industry, minerals, recreational and cultural facilities, soils, transportation, and water. The present document comprises the Phase I detailed inventories in each of the foregoing categories; in addition to 6 maps and 6 tables of data, the document contains a summary of the existing recreational and cultural resources of the New York State Appalachian Region and includes an inventory of local, county, state, and Federal facilities as well as a preliminary analysis of such resources. (AL)

ED 049 875 32 RC 005 252

Wednesday's Children; A Report on Programs Funded Under the Migrant Amendment to Title I of the Elementary and Secondary Education Act.

National Committee on the Education of Migrant Children, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Migrant Projects, *Educational Quality, Expenditures, *Federal Programs, *Migrant Children, Migrant Education, National Programs, *National Surveys, Operations Research, Planning, *Program Evaluation, Questionnaires, School Visitation, State Programs, Working Parents, Youth Programs
Identifiers—*Elementary Secondary Education Act Title I

Findings and recommendations growing from a 1-year study of the status of education for the children of migratory farm workers are presented. The major focus of this Ford Foundation study is an evaluation of programs financed through special Federal migrant education funds authorized by Congress in a 1966 amendment to Title I of

the Elementary and Secondary Education Act. Using as principal sources of information the Migrant Programs Branch of the U.S. Office of Education, state education agencies, local project questionnaires, and site visits, the following specific areas of migrant education were monitored and reported upon: (1) national program planning, (2) allocation of Federal migrant education funds to the states, (3) expenditures of Federal migrant education funds within the states, (4) participation of migrant children, (5) staffing, (6) educational planning and implementation, (7) educationally related services, and (8) participation of migrant parents. A general conclusion is reached that immediate changes to the existing Migrant Amendment to Title I are required to guarantee that migrant children receive the services they need; however, the Migrant Amendment has succeeded in mobilizing most state education agencies to develop services for migrant children. A complete section of the document is devoted to specific findings and recommendations, and an appendix of tables is included. (AL)

ED 049 876 32 RC 005 261

Taylor, Marie E.

An Overview of Research on Bilingualism.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingualism, *English (Second Language), *Language Ability, Language Instruction, *Mexican Americans, Second Language Learning, Self Actualization, *Spanish Speaking

The research presented in this document "relates to many questions about bilingualism which educators need to explore." First, 4 degrees of bilingualism are listed which refer to levels of proficiency: (1) The immigrant learns English via his mother tongue and English is used infrequently; (2) The immigrant speaks both his native tongue and English but his mother tongue is still dominant; (3) The languages function independently of each other; and (4) English replaces the mother tongue in all but the most private domains. As noted, a synthesis of previous research done on related factors points to language aptitude as being a combination of many skills. Strong personal motivation appears to be required for any individual to acquire a second language. Verbal IQ and motivation seem to be the most important factors in predicting success in learning a foreign language. While the new methods of teaching languages do not show the advantages often claimed, they are no worse than the old methods; however, some research supports the hypothesis that Spanish-speaking pupils are better able to learn when they use their native language and have systematic instruction in English as a second language. A 66-item reference list is included. (MJB)

ED 049 877 32 RC 005 263

Godoy, Charles E.

Variables Differentiating Mexican-American College and High School Graduates.

California State Dept. of Education, Sacramento.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Context, Cultural Differences, *Cultural Factors, Educational Attitudes, Educational Problems, *Educational Status Comparison, *Graduates, *Mexican Americans, *Social Attitudes, Social Characteristics, Social Environment

Identifying criteria instrumental in stimulating Mexican Americans to complete high school or college, this report presents interview results with 51 Mexican American college graduates and 51 high school graduates having the same identifying characteristics. Questionnaire data were analyzed by means of the Chi Square Test, the Median Test, and the Binomial Test. The Mexican American college graduate had a strong sense of identity with people of his cultural heritage, was more influenced by individuals outside the home, participated in more group activities, received more support from parents and siblings for his educational goals, was influenced most by the mother, could rely on greater economic

resources, was less likely to be Catholic than the high school graduate, was more critical of responses of society and the school system, and felt that home conditions and discrimination were the main reasons for the Mexican American's failure to improve his position in the larger society. Four major recommendations were derived: (1) programs should be developed to restore a strong sense of identity; (2) parental and sibling support for educational goals should be encouraged; (3) sound educational practices should be applied; and (4) programs which recruit Mexican Americans for college and then provide support should be expanded and publicized. An appendix of analysis results is included. (MJB)

ED 049 878 RC 005 264

Harkins, Arthur M. And Others

1970 Annual Report of the Training Center for Community Programs, University of Minnesota. Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Oct 70

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, *Curriculum, *Education, Educational Experiments, Ethnic Studies, Higher Education, *Innovation, Outdoor Education, Research Projects, Services, Teacher Attitudes, Teacher Education, Teaching Techniques, Urban Areas

Identifiers—*Minnesota
Development of projects designed to improve curriculum programs of schools with American Indian student populations in Minnesota and to train teachers and adults to improve educational programs for Indians is discussed in this report by the University of Minnesota Training Center for Community Programs (TCCP). Among the major developments discussed is the Intercultural Specialist Program, which utilizes Cultural Education Specialists selected from the study target area as consultants to the study group. Also discussed is the development of an Indian Education Advisory Committee composed of American Indians who are to work closely with the public schools of Minneapolis. Other projects reported on include the university's Department of American Indian Studies; the TCCP publication program, which deals with research documents related to American Indians; the Native American Cooperative Curriculum Series; the Educational Television Series—The American Indian; STAIRS (Service to American Indian Resident Students); Project Indian Upward Bound; the Indian Group Home Project; the Indian Inmate Education Program; the Ecology Cooperative Curriculum Project; and the Educators' Drop-In Service. The document concludes with a brief review of the university's Experimental Education Program and its functions. A list of TCCP publications on American Indians is appended. (EL)

ED 049 879 RC 005 265

Kuvlesky, William P. Reynolds, David H.

Occupational Aspirations and Expectations of Youth: A Bibliography of Research Literature. I.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—DIR-70-4

Pub Date Dec 70

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Educational Research, *Occupational Aspiration, *Rural Youth, *Work Life Expectancy, Youth Opportunities

The first part of a revised series of bibliographic listings relating to the study of occupational status projections (aspirations and expectations) of youth is presented. The original bibliographic listings were accomplished in 1966 and were updated in 1967. The current document replaces Part I of the 1967 report and contains an additional 200 listings (for a total of 818 citations). Specific sources included are books, journal articles, bulletins, reports, and unpublished materials made available between 1932 and 1970. (AL)

ED 049 880 RC 005 266

Kuvlesky, William P. Reynolds, David H.

Educational Aspirations and Expectations of Youth: A Bibliography of Research Literature. II.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—DIR-70-5

Pub Date Dec 70

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, *Bibliographies, *Educational Research, *Rural Youth, *Work Life Expectancy, Youth Opportunities

The second part of a revised series of bibliographic listings relating to the study of educational status projections (aspirations and expectations) of youth is presented. The original bibliographic listings were accomplished in 1966 and were updated in 1967. The current document replaces Part II of the 1967 report and contains an additional 98 listings (for a total of 421 citations). Specific sources include books, journal articles, bulletins, reports, and unpublished materials made available between 1949 and 1969. (AL)

ED 049 881 RC 005 267

Kuvlesky, William P. Reynolds, David H.

Youth's Projections for Residence, Income, and Family Status: A Bibliography of Research Literature. III.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—DIR-70-6

Pub Date Dec 70

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Educational Research, Family Planning, Income, *Occupational Aspiration, *Rural Youth, *Work Life Expectancy, Youth Opportunities

The third part of a revised series of bibliographic listings relating to the study of youth status projections for residence, income, and family is presented. The original bibliographic listings were accomplished in 1966 and were updated in 1967. The current document replaces Part III of the 1967 report and contains an additional 52 listings (for a total of 194 citations). Specific major headings are residence orientations, income orientations, and family orientations. Sources were made available between 1949 and 1969. (AL)

ED 049 882 08 RC 005 271

Rogers, Charles H.

Occupational Training Opportunities for Rural Youth.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Occas-Pap-7

Bureau No.—BR-7-0348

Pub Date 69

Grant—OEG-2-7-070348-2698

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, Disadvantaged Youth, Educational Needs, *Educational Programs, Employment Opportunities, Job Analysis, *Job Training, Occupational Choice, *Rural Youth, Training Objectives, *Vocational Education

Concerned with the teaching of vocational agriculture and other vocational education in the rural south, this paper is directed toward an examination of occupational education programs as they relate to population served and to local labor markets. Findings of 2 studies of occupational training opportunities for rural youth in North Carolina are discussed. Recommendations include consolidating small schools to provide for more comprehensive occupational training, establishing more vocational centers, fully integrating separate school systems in the south, providing more manpower studies within the economic areas under consideration, and orient-

ing vocational programs to accommodate occupational plans of local youth. (MJB)

ED 049 883 RC 005 272

Proceedings: Tenth and Eleventh Indian Education Conference 1969 and 1970.

Spons Agency—Arizona State Univ., Tempe. Indian Education Center.

Report No.—ES-Bull-35

Pub Date Feb 71

Note—45p.; Proceedings of Indian Education Conferences (10th and 11th, Tempe, Arizona, 1969 and 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *American Indians, Bilingual Education, Community, *Conference Reports, *Economic Development, *Education, *Educational Improvement, Federal Programs, Health, Higher Education, Innovation, Laws, Schools, Services

Proceedings are presented of the 10th and 11th annual Indian education conferences hosted by Arizona State University of Tempe. As reported, the conferences were conducted to facilitate activities relating to American Indians in their efforts for self-determined advancement in education and in other areas of life. Drawing upon leadership of Indians as well as non-Indians, the conferences were conducted with a series of scheduled workshops and panel discussions. The 10th conference, held in March of 1969, had as its theme "Tools to Meet the New Horizons for Indian Education." Proceedings of this conference are reported under such headings as Indian Health Services, Indian Community Action Project Consortium, Looking Forward in Indian Education, Federal Assistance to Public Schools, National Indian Workshops on In-Service Affairs, Economic Development and Housing, An Innovation in Indian Education, Our Community College, National Indian Workshop on Indian Affairs, and Administration of Justice in Tribal Courts and Special Programs for Indian Law Students. The 11th conference, held in March of 1970, had as its theme "Utilization of Educational Tools for Progress in Indian Education." Proceedings of this conference are reported under such headings as Student Motivation, Bilingual Education and Local Control of Schools, Tribal Economic Development, Instructional Services for Indian Schools, Teacher Aide Programs, College Services Offered Indian College Students, and Indian Manpower Development. Remarks by panel leaders and discussions by participants are included in the document. (EL)

ED 049 884 24 RC 005 280

Kreitlow, Burton W.

Long-Term Study of Educational Effectiveness of Newly Formed Centralized School Districts in Rural Areas.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—TR-133

Bureau No.—BR-5-0216

Pub Date Apr 71

Contract—OEC-5-10-154

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Adult Education, Community Programs, *Consolidated Schools, Educational Facilities, Information Dissemination, *Research, *Rural School Systems, *Social Adjustment, Social Factors, Students, Tables (Data)

The prime objective of this study, begun in 1949, was to determine whether or not newly reorganized rural school districts were more effective than the smaller districts they replaced. There were 5 experimental and 5 control communities in the sample. The investigation was longitudinal in design and examined 2 groups of subjects from their first year in school until 5 years after their high school graduation. The longitudinal nature of the investigation made possible the pursuit of 2 related objectives. The first dealt with a determination of the effectiveness of the 4-H Club program in the 10 study communities and the second examined the effectiveness of different means of disseminating the research results to the rural public. Findings include: (1) Reorganized school districts provided more learning opportunities, the students had consistently higher achievement test scores, and they

completed high school with a 6- and a 13-month advantage in mental maturity for boys and girls respectively; (2) The reorganized district leads to a higher matriculation in college after high school; (3) Boys from nonreorganized districts scored higher on measures of social adjustment than those in reorganized districts; (4) 4-H members showed no personal and social adjustment advantages; and (5) The most effective medium for presenting research findings was the lecture given by the researcher. (Author/LS)

RE

ED 049 885

RE 003 373

Brown, D. L.

Some Linguistic Dimensions in Auditory Blending.

Pub Date Dec 70

Note—19p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 5-7, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Auditory Perception, *Auditory Training, Child Language, *Linguistic Performance, Listening Skills, Phonemes, *Phonics, Preschool Children, *Preschool Learning, Syllables, Verbal Development

The effects of certain linguistic dimensions on auditory blending performance and training were examined. Dimensions included type of phonological context, consonant-vowel or vowel-consonant (CV or VC); units to be blended, syllables or phonemes (S or P); and size of units, single or double. Six ordered 96-word training blends were administered to six groups of 20 preschool children each over a 4-day period. Two days after completion of training the children were given a 32-word random-ordered test consisting of four test words for each of the eight kinds of blends. Results of analysis of variance showed the following: (1) syllables were easier to blend than phonemes, (2) CV breaks were more difficult than VC breaks for phoneme blending, (3) length increased blending ease only in phonemes, (4) VC training was better than CV training, and (5) syllable blending training did not transfer to phoneme blending performance. It was concluded that phoneme and syllable blending involve separate concepts and that easy to hard training within one concept area should produce optimal results on both tasks. Tables and references are included. (Author/MS)

ED 049 886

RE 003 374

Athey, Irene

Theories of Language Development and their Relation to Reading.

Pub Date Dec 70

Note—20p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233 (In press)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavior Theories, Child Language, *Language Development, Linguistic Performance, *Linguistic Theory, *Models, Oral Communication, Psycholinguistics, *Reading Instruction, Reading Readiness, *Research and Development Centers

This conference report is centered on that phase of the Targeted Research and Development Program in Reading literature search dealing with language development as it relates to reading. Models of language acquisition, hypotheses derived from the models, and comparisons of synthesized models are discussed. Among them are behaviorist (Skinner), cognitive (Chomsky), and concept acquisition (Brown) models, and relationships are drawn both among the models and between them and the work of Piaget in developing an organismic-developmental model. The work of Lenneberg and Carroll is also discussed at some length. Implications of each of these models for reading instruction are discussed. The behaviorist models suggest pro-

grammed instruction beginning with simple units and proceeding to larger ones; the cognitive models suggest development of verbal abilities prior to reading instruction; and the developmental models suggest that learning during early school years might better employ methods other than those requiring abstract symbols. All of the models suggest the importance of classification abilities and acquaintance with the dialect of reading materials before instruction begins. References are included. (MS)

ED 049 887

RE 003 375

Hill, Walter

Characteristics of Secondary Reading: 1940-1970.

Pub Date Dec 70

Note—16p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233 (In press)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Content Reading, Developmental Reading, Educational Development, *Reading Instruction, *Reading Programs, Reading Research, Remedial Reading, *School Surveys, *Secondary Education, Secondary Schools

A total of 16 surveys conducted between 1940 and 1970 which describe secondary reading programs are reviewed. Growth and development of such programs began in the 1930's. Remedial programs were most apparent in the 1940's, and attention to developmental reading, content-area reading, rate increase, and study skills came in the 1950's. The 1960's brought an extension of activities of the 1950's and added several important surveys on the status of reading instruction in secondary schools. Eight critical factors evidenced both in past decades and in the outlook for the future include: (1) the need for greater planned provision for reading improvement in secondary schools; (2) a reduction of discrepancies between existing programs and attempts to define ideal programs; (3) the accomplishment of greater staff sophistication as manifested in better instructional content; (4) the establishment of reputations of educational viability; (5) closer attention to factors demonstrated to be associated with successful programs; (6) a need for continued administrative and faculty support of programs coupled with continued federal and local funding; (7) more realistic assessment of the role of content teachers and greater encouragement for them to participate; and (8) careful, rigorous, and innovative research of programs and related activities. References are included. (MS)

ED 049 888

RE 003 388

Bickley, A. C. And Others

Oral Associates as an Indicator of Reading Readiness.

Pub Date Dec 70

Note—4p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233 (In press)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Associative Learning, Beginning Reading, Language Research, Language Usage, *Oral Expression, *Predictive Ability (Testing), Predictive Measurement, Readiness, *Reading Readiness Tests, Reading Research, *Response Mode

The relationship between paradigmatic and syntagmatic oral associates and reading readiness test scores was investigated. Paradigmatic associates were defined as responses demonstrating superordinate, coordinate, contrast, or part-whole relationships, and syntagmatic associates were defined as any other responses. Subjects were 52 first graders who had not had kindergarten experience and who were in the sixth and seventh weeks of first grade. The Metropolitan Readiness Test and the Oral P/S Language Inventory were administered. Results of the language inventory responses were analyzed as paradigmatic or syntagmatic and subjected to a t test which found significant differences between the high and low readiness groups. It was concluded (1) that the

readiness test measured children's ability to give paradigmatic responses and (2) that children should be given instruction in word association early in reading instruction. The Oral P/S Language Inventory stimulus words and references are included. (MS)

ED 049 889

RE 003 392

Nacke, Phil L.

Issues Relating to the Assessment of Flexible Efficient Reading.

Pub Date Dec 70

Note—16p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

Available from—Twentieth Yearbook of the National Reading Conference, Inc., Marquette University, 1217 W. Wisconsin Ave., Milwaukee, Wis. 53233 (In press)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Measurement, *Rapid Reading, *Reading Comprehension, Reading Diagnosis, Reading Processes, *Reading Speed, *Reading Tests

An integral dimension in the concept of flexible efficient reading is the process of skimming, which is defined as the reading behavior in which information is processed without looking at all or most of the words in continuous printed discourse. Measurement of flexible reading efficiency presents problems which revolve around four major issues. The first issue is concerned with the difficulty of measuring the faster rates of reading or those strategies involving the use of visual contextual restraint, i.e. skimming. Measuring comprehension poses the second major difficulty, since careful reading is implied in the usual survey or diagnostic test. The small number of comprehension questions used and the variation of the reader's background of information contribute to the problem. The third issue arises over the controversy as to which should be the independent variable—variations in purpose for reading or variations in difficulty and type of material. The fourth important issue is concerned with the need for valid and reliable flexibility scales whereby the rate and comprehension scores on the activities of the instrument are integrated. A bibliography is included. (Author/DH)

ED 049 890

RE 003 422

Pellegrine, R. J.

The Diagnostic Reading Test, Survey Section, Form E: A Reliability Study.

Pub Date Dec 70

Note—16p.; Paper presented at the National Reading Conference, St. Petersburg, Fla., Dec. 3-5, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, Disadvantaged Youth, *Reading Centers, Reading Diagnosis, *Reading Research, *Reading Tests, *Test Reliability

The Diagnostic Reading Tests were designed to assess the reading skills of college students enrolled in reading centers. To assess the reliability of the Diagnostic Reading Tests, Survey Section, Form E (DRTE), a study was conducted with university freshmen as subjects. The DRTE was administered to 31 students in an Educational Opportunity Program (EOP), to 122 students admitted to the Eastman School of Music of the University (ESM), and to 229 students who were regularly admitted to attend the Summer Orientation Program (SOP) session. The DRTE was successful in differentiating the three groups—the SOP group had the highest mean scores, as was expected; the EOP group had the lowest, with the ESM group somewhere in the middle. Reliability estimates of the DRTE using the Kuder-Richardson Formulas 20 and 21 were found to be satisfactory and did not differ from those published by the test authors. The fact that 16 of the test items did not contribute significantly to the test score seemed to indicate that a revision of the test is needed. Tables and references are included. (DH)

ED 049 891

RE 003 423

Brown, Eric

Implications of a Theory of Reading.

Pub Date Feb 71

Note—9p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 3-5, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Child Language, Conference Reports, Dialects, Language Ability, *Language Development, Language Patterns, Oral Communication, *Oral Reading, *Psycholinguistics, Reading Development, Reading Instruction, Verbal Communication

This speech is based on a theory earlier proposed by the author that orthographic presentation of English is much like the abstract base of language which an individual uses in forming strategies for reading. Thus, his ability to read depends upon his facility with his language. An important implication for schools is that, given this theory, all children should be able to learn to read fairly quickly provided either that they have language facility equal to that of the materials they are asked to read or that the materials are made representative of the dialect they speak. It is suggested, then, that reading materials be written for individual children, perhaps with the aid of computers, and that oral reading, because it allows children to hear what they read, should have a prominent place in the early reading of children. References are included. (MS)

ED 049 892 RE 003 442

Guthrie, John T.

Feedback and Perseverance in Reading.

Pub Date Feb 71

Note—13p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Cloze Procedure, *College Students, *Feedback, Learning Activities, Learning Processes, Persistence, *Reading Comprehension, Reading Research, *Verbal Learning

The effects of immediate and delayed feedback on perseverance and learning were investigated with a 3 x 3 factorial design. It was hypothesized that delayed feedback would reduce perseverance while immediate feedback would increase it. Subjects were 72 male college students, paid for participation. They read prose sentences and completed cloze test items. Feedback on each sentence was either immediate, delayed, or omitted. A cloze retention test over the sentences was given either immediately, delayed, or was omitted. The time spent reading a continuation of the original passage was recorded as a measure of perseverance. It was found that (1) delayed feedback produced significantly ($p < .05$) more learning on the original task than did immediate feedback, (2) immediate feedback produced significantly ($p < .01$) more perseverance on the continuation passage than did delayed feedback, and (3) perseverance on the continuation passage was positively correlated (.46) with scores on a comprehension test over the continuation passage. Tables and references are included. (Author/MS)

ED 049 893 RE 003 449

Emans, Robert

The Effect of Verb Simplification on the Reading Comprehension of Culturally Different High School Students.

Pub Date Feb 71

Note—11p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cloze Procedure, High School Students, *Language Research, *Negro Dialects, Nonstandard Dialects, *Readability, *Reading Comprehension, Reading Materials, Reading Research, Semantics, Suburban Youth, Urban Youth, *Verbs

The need for preparing materials which are comprehensible to disadvantaged children led to this study in which verbs were simplified in an effort to determine whether such simplification might increase the likelihood of passages being understood by disadvantaged black students. The hypothesis was based on a 1927 study which found that 18 verbs, either alone or in combination, could be used to represent the meanings of all verbs used by average adults and by the considerable evidence available that differences in verb use exist between standard and nonstandard dialects. Two groups of inner-city blacks and one of suburban whites, all ninth graders, were given two sets of cloze materials, one using simplified verbs and one using regular verbs. The group from Black School I (N=57) showed a significant difference ($p < .0005$) in ability to supply simplified regular forms, the group from Black School 2 (N=51) showed similar significance, and

the group from the white school (N=64) showed a significant difference but at a lower level ($p < .02$). It was concluded that verb simplification would be of greater help to disadvantaged blacks than to whites. References and tables are included. (MS)

ED 049 894 RE 003 497

Chester, Robert

A Critical Examination of Vocabulary Control in View of Present Research Dealing with Initial Learning Tasks.

Pub Date 5 Feb 71

Note—15p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associative Learning, *Beginning Reading, Cloze Procedure, Function Words, Kindergarten Children, *Readability, Reading Materials, *Reading Research, Semantics, Syntax, *Vocabulary, Word Frequency

Because vocabulary control in children's reading materials is largely based on vocabulary lists and studies which are now obsolete, new areas of learning are being considered for developing beginning reading materials. Instead of basing vocabulary lists on frequency counts and adult reading materials, the three approaches examined here are concerned with paired-associate learning which begins with the child. According to the concept of learnability, there are individual characteristics within printed words which make them easier or harder to learn than other words. A second approach to learning demonstrates that children's associations are predominantly syntagmatic in contrast to the paradigmatic associations of adults. Another area of learning related to children's vocabulary is the division of words into two categories: those which convey the message information and those which convey information about the structure, i.e., function words. Results of a recent pilot study with 24 6-year-old pre-readers indicated that there is no difference in learnability between the two word classes, although previous research had reported a dichotomy existed. A bibliography is included. (DH)

ED 049 895 RE 003 554

Hunter, Charles F.

Clozing the Gap: An Approach to Solving Reading Problems at San Jose City College.

Pub Date Apr 71

Note—9p.; Paper presented at the meeting of the Western College Reading Association, Los Angeles, Calif., Apr. 1-3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cloze Procedure, College Programs, College Students, *Community Colleges, *Paraprofessional School Personnel, Reading Achievement, Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Reading, Study Skills

The necessity to provide instruction in reading is widespread in community colleges, due primarily to the liberal enrollment policies these colleges generally have. The program at San Jose City College uses the Davis Reading Test and the Iowa Silent Reading Test as part of its entrance battery and assigns students to either regular or one of two noncredit, pass-fail, remedial English classes on the basis of scores on the speed section of the Davis test. Regular English instructors, reading teachers, and graduate students in English acting as paraprofessionals teach the remedial reading and writing sections. Emphasis is on skill development, beginning with isolated skill areas and working toward integration of skills in successful critical reading. Machines such as tachistoscopes and language masters supplement class instruction, and the use of cloze activities to strengthen vocabulary and comprehension has been particularly successful. Evaluation of 310 students in remedial sections in the spring of 1970 showed an average gain of nearly 2 years as measured by the Iowa test. Future plans for the program include extending instruction into various departments of the college. References are included. (MS)

ED 049 896 RE 003 558

Seels, Barbara, Comp. Dale, Edgar, Comp.

Readability and Reading. An Annotated Bibliography. 1971 Revision.

Pub Date 71

Note—20p.

Available from—International Reading Association, 6 Tye Ave., Newark, Del. 19711 (\$0.50 to members, \$0.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Content Reading, Learning Disabilities, Literacy, Literary Styles, Mass Media, Measurement, *Readability, Reading Materials, *Reading Research, Sentence Structure, Vocabulary

An updated version of a bibliography of the same title published by the International Reading Association in 1966 is presented. The 1966 bibliography emphasized references from 1962 to 1965 and also included some early classic references. In the 1971 revision, emphasis is placed upon sources from the 1965 to 1970 period. The revised bibliography is selective, not comprehensive. Content of the bibliography is divided into the following sections: (1) General References on Readability, (2) Measuring of Readability, (3) Readability and Sentence Structure, (4) Readability and Vocabulary, (5) Readability and Literary Style, (6) Readability in Subject Area Materials, (7) Readability and Types of Learners, (8) Readability and Media, (9) Readability and Literacy Materials, and (10) Readability and Legibility. The bibliography contains 125 references which are alphabetized by author within each section. Complete citations and informative annotations are included. (Author/DH)

ED 049 897 RE 003 559

Green, Richard T., Comp.

Comprehension in Reading. An Annotated Bibliography.

Pub Date 71

Note—22p.

Available from—International Reading Association, 6 Tye Ave., Newark, Del. 19711 (\$0.50 to members, \$0.75 to nonmembers)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Cloze Procedure, Cognitive Processes, *Comprehension, Creative Reading, *Critical Reading, Language Ability, Readability, *Reading Comprehension, Reading Processes, Reading Research, Reading Skills, Thought Processes

The fact that comprehension is a topic that ranges across many fields is shown by the variety of subjects and areas that are considered in this bibliography. Entries are arranged under the following eight sections: Cloze, Critical Reading and Creativity, Factors, Language, Readability, Skills, Theory, and Thinking. A few of the many articles published on the cloze technique, which now has a variety of applications in testing, in teaching, with the spoken word, and in linguistics among other fields, are referenced. The relatively vast literature on critical reading and creative reading is selectively sampled. The section on factors includes references to such factors as word analysis skills, interest, rate time intervals, materials, and evaluation and their relationship to comprehension. The depths of reading comprehension are explored and probed in the references contained under the section entitled Theory. Some of the references cited in the section Thinking deal with concept attainment, cognitive functioning, and problem solving as they are related to reading comprehension. References to listening comprehension are excluded because of extensive bibliographies already published. (Author/DH)

ED 049 898 RE 003 560

Braun, Carl, Ed.

Language, Reading, and the Communication Process.

Pub Date 71

Note—172p.

Available from—International Reading Association, 6 Tye Ave., Newark, Del. 19711 (\$3.50 to members, \$4.50 to nonmembers)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Bilingualism, Child Language, Conference Reports, Language Arts, *Language Development, Linguistic Performance, Negro Dialects, *Nonstandard Dialects, Oral Communication, *Psycholinguistics, *Reading Instruction, Reading Research, Syntax

Among the papers presented at the 15th Annual Convention of the International Reading Association were the 16 included in this volume. The papers, all dealing with relationships between language and linguistics and reading, reflect both a wide range of opinion on the subject and considerable variety of focus. The six research re-

ports are all concerned with reading achievement, but under varying conditions. Among these are a study of variations in oral reading styles of fourth-grade nonstandard English speakers, and another of variations in reading achievement of subjects at nine grade levels reading materials written on different levels. Theoretical discussions of language development as related to reading comprise the remaining papers. These include reviews of pertinent research and present ideas based on this research. Among the factors discussed are the development of language concepts, influences of sex on language development, and means of relating instruction to children's language abilities. Tables and references follow individual papers. (MS)

ED 049 899 RE 003 562

Developmental Reading, Grades 7-9.
Rochester Independent School District 535,
Minn.

Pub Date 69

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Content Reading, *Curriculum Guides, Developmental Reading, Individualized Reading, *Junior High Schools, Reading Comprehension, Reading Diagnosis, Reading Materials, Reading Programs, *Reading Skills, *Sequential Reading Programs, Study Skills, Vocabulary Development

A reading program for junior-high-school students is outlined in this curriculum guide, which shows how multiple materials and approaches may be utilized to teach reading in the various curriculum areas. The program is recommended for use in the first semester of the seventh grade, the second semester of eighth grade, and as an elective in either semester of grade 9. Remedial reading students who receive small-group instruction are not included in the seventh- and eighth-grade programs. Seventh- and eighth-grade reading classes meet 55 minutes daily for a semester. Suggested time allotments are common skills, 6 weeks; social studies, 3 weeks; science, 3 weeks; literature, 4 weeks; and mathematics, 1 week. In the guide, each of the above five sections is divided into the skill areas of vocabulary, basic thought relationships (comprehension), mechanics, locating and using materials, and study skills and is further subdivided within skill areas. The guide provides the general tract for most students and alternate activities and materials for those students either deficient or proficient in reading skills. The ninth-grade program stresses individual achievement and self-motivation. A bibliography of materials and a ninth-grade student self-analysis form are included. (DH)

ED 049 900 RE 003 563

Jester, R. Emile

Intellectual Stimulation of the Preschooler, or Reading Readiness Begins at Birth.

Pub Date 27 Mar 71

Note—16p.; Paper presented at the Lehigh University Reading Conference, Bethlehem, Pa., Mar. 27, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developmental Psychology, *Early Childhood Education, Infant Behavior, *Intellectual Development, Language Development, Language Usage, Memory, Perceptual Motor Learning, Precrading Experience, Preschool Children, *Preschool Learning, *Reading Readiness, Reading Research

Although the controversy surrounding beginning reading instruction has often centered on the age at which it should be begun, i.e., at the ages of 5, 6, or 7, the position was taken in this study that by the time the child reaches these ages, it is too late for optimum development of reading readiness. As a part of a larger study, groups of infants were provided varying amounts of systematic intellectual stimulation. An attempt was made during all of the stimulation materials to increase the adult's use of language in the presence of the child. When the children reached 3 years of age, they were administered the Stanford Binet Intelligence Test. Factor analysis revealed the following three relatively clear and independent factors: language, memory, and perceptual-motor variables. Significant differences in scores were noted as a function of time and continuity in the stimulation program for the language and memory factors but not for the perceptual-motor variables. It was concluded (1)

that intervention with systematic intellectual stimulation curriculum materials does make a difference in performance scores of children and (2) that the time to begin instruction in beginning reading skills is on the baby's day of birth. Tables and references are included. (Author/DH)

ED 049 901 RE 003 572

Goldsmith, Josephine S. Fry, Edward

The Effect of a High Expectancy Prediction on Reading Achievement and IQ of Students in Grade 10.

Pub Date 7 Feb 71

Note—7p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, *Expectation, *Grade 10, *Intelligence Quotient, Prediction, Reading Ability, *Reading Achievement, Reading Research, Secondary School Students, Student Teacher Relationship, *Teacher Attitudes

A test was made to determine whether high expectancy prediction (the Rosenthal effect) would significantly effect reading achievement and IQ scores for tenth-grade students. Random samples of 112 students each were drawn from the tenth grade of a New Jersey high school representing a wide distribution of socioeconomic levels. The Sequential Tests of Educational Progress (STEP) were used to measure reading achievement and the Tests of General Ability (TOGA) to measure IQ. Pretests and post-tests were given to all tenth graders in the school. Teachers were given bogus high expectancy predictions for the experimental students and were reminded of these predictions three times during the 5-month experiment. Correlations of pretest and post-test scores showed no significant differences in IQ or reading for experimental or control groups. It was concluded that teacher bias did not effect performance by high school students. Tables and references are included. (MS)

ED 049 902 RE 003 574

Quilling, Mary R.

The Reading Achievement of Primary Age Pupils Using the Wisconsin Design for Reading Skill Development: A Comparative Study.

Pub Date Feb 71

Contract—OEC-5-10-154

Note—15p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Conference Reports, Elementary School Students, Grade 1, Grade 2, Grade 3, Primary Grades, *Program Evaluation, Reading Achievement, *Reading Instruction, Reading Programs, Reading Research, *Research and Development Centers, *Structural Analysis, Word Recognition

Prepared by the Wisconsin Research and Development Center for Cognitive Growth, the Wisconsin Design for Reading Skill Development (Design) contains several components. The field study evaluation of the Word Attack element in terms of attainment of objectives is reported in this conference paper. All children in grades 1 to 3 of two Wisconsin schools participated in the program evaluation during the 1969-70 school year. They were tested at the beginning and at the end of the program using design-developed criterion-referenced tests and selected subtests of the Doren Diagnostic Reading Test. Both tests registered greater gains for students who had Design instruction over those who had not. In School A, where the Stanford Achievement Test is used, no gains were noted for the Design group and possible reasons for this are discussed. In School B, where the Gates-MacGinitie Reading Test is used, greater gains were evident for the Design group. Tables of results are included. (MS)

ED 049 903 RE 003 578

Wardhaugh, Ronald

Theories of Language Acquisition in Relation to Beginning Reading Instruction.

Pub Date Feb 71

Note—38p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Behavior Theories, *Child Language, Cognitive Processes, Conference Reports, Language,

*Language Development, *Learning Theories, Linguistic Theory, Psycholinguistics, Reading Instruction, *Research Reviews (Publications), Theories

Behavioristic, nativistic, and cognitive theories of language acquisition are discussed. Linguistically-oriented theories are compared with learning-oriented theories, and four controversial issues of frequency of stimuli, imitation expansion, and meaning are reviewed. The theories, according to the author, are rather unsubstantial at present. The author states that reading acquisition seems to be very different from language acquisition and that most beginning reading methods depend on language and cognitive abilities not yet mastered by 6-year-olds. He concludes that the theories of language acquisition appear to have little to offer anyone in coming to a better understanding of how beginning reading should be taught. A bibliography is included. (Author/MS)

ED 049 904 RE 003 581

Jordan, William C.

Reading and the New Learning Theory.

Pub Date 21 Apr 71

Note—8p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Cognitive Processes, Instructional Aids, *Learning Processes, Learning Theories, Reading Instruction, *Reading Processes, Retention, *Tape Recorders, Teaching Machines

Very little has been reported in the literature as to how a child actually learns, but what is known can be put to more effective use in teaching the child to read. The brain has at least five input systems: sight, hearing, touch, taste, and smell. The first of these senses is employed more than the others in reading; however, it is believed that the more input centers used to learn and consequently to store in the memory, the more efficient will be the retrieval of learning for future use. Three other important factors in learning and consequent retrieval are repetition, speed, and quantity of input. A method which makes use of two senses and can supply repetition, speed, and quantity without further burdening the teacher is the use of the tape recorder. By careful manipulation and measurement of the process, the child can rapidly increase his vocabulary without pressure and with pleasure as he listens to and reads from good trade books. This is, of course, to be considered a supplemental teaching device. The teacher must still teach many of the basic skills, such as comprehension and word attack. (DH)

ED 049 905 RE 003 582

Marksheffel, Ned D.

One Viewpoint on Preparing Teachers of Remedial Reading.

Pub Date Apr 71

Note—10p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Directed Reading Activity, *Education Courses, *Evaluation Techniques, Informal Reading Inventory, *Reading Diagnosis, Reading Instruction, *Remedial Reading, Specialists, Teacher Education, *Teacher Education Curriculum

Educational preparation of remedial reading teachers is often inadequate and confusing to the student due to the limited acquaintance with a variety of methods and techniques, failure of teachers to define their terms, and the limited number of actual reading courses offered students. In order to remedy this situation, the Remedial Reading Program at Oregon State University emphasizes one approach to teaching and evaluation methods in preparing remedial reading teachers at the Master's level. Emphasis is given to the development of a basic foundation group of transferable skills, techniques, and concepts of reading. The use of the Informal Reading Inventory as the basic diagnostic and evaluative instrument; the directed reading lesson, which can be applied to almost any learning activity; and the Fernald-Keller technique for pupils with word-learning problems are taught. Students are required to complete 18 quarter hours of reading courses, 9 hours of which are clinical practicum. References are included. (DH)

ED 049 906 RE 003 594
Farr, Roger. Comp.

Measurement of Reading Achievement. An Annotated Bibliography.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Pub Date Apr 71
Note—96p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (\$1 to members, \$1.50 to nonmembers)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, *Annotated Bibliographies, Bibliographies, Evaluation, Informal Reading Inventory, *Measurement, *Measurement Instruments, *Reading Achievement, Reading Diagnosis, Reading Skills, *Reading Tests, Standardized Tests, Testing Programs, Test Reliability, Test Validity

One of a series of reading research profiles developed from the ERIC/CRIER data base, this annotated bibliography which focuses on the assessment of reading behavior is aimed primarily at researchers but is also relevant for test developers and users. The included studies cover the years 1950 to 1969 and were selected from published journal literature, dissertations, USOE-sponsored research, and International Reading Association conference proceedings. Part 1 examines organismic, test composition, and environmental factors which affect validity and reliability of tests and includes empirical studies of such factors. Part 2 cites studies which examine validity and reliability problems related to vocabulary, comprehension, word attack, rate, study skills, oral reading, and other subareas of reading. Informal reading achievement measures, including informal reading inventories, check lists, rating scales, and teacher evaluations are discussed in Part 3. Multiple criteria use and other problems of measuring reading growth are considered in Part 4, school-wide testing programs are cited in Part 5, and unique approaches to measuring reading achievement are described in Part 6. An author index and ordering instructions for document reproductions are included. (MS)

ED 049 907 RE 003 604
Palmer, William S.

Cognition in Reading: Modes and Strategies for Improvement.
Pub Date Apr 71

Note—9p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Behavioral Objectives, *Cognitive Development, Cognitive Objectives, *Intellectual Development, Intellectual Experience, Reading Achievement, *Reading Comprehension, *Reading Instruction, *Student Teacher Relationship

Five modes and strategies for improving cognition in reading are discussed. As defined by the author, cognition concerns recognition of knowledge and development of intellectual skills and abilities. The five points discussed are: (1) cognitive skills can be arranged in a hierarchy; (2) to teach students at or near the apex of the hierarchy, teachers must involve the emotions and personalities of the students; (3) achieving such involvement can be done by building on natural responses and leading toward sophistication and meaning; (4) teacher-student interaction is necessary to develop and refine student responses; and (5) this interaction must be vigorous and should not be allowed to become mechanical. In summarizing his discussion, the author suggests a need for both cognitive and affective objectives on the part of teachers and for involvement of both teachers and students in reading activities. References are included. (MS)

ED 049 908 RE 003 610
Brzeinski, Joseph E. Elledge, Gerald E.

Early Reading -- How Not When?

Pub Date 23 Apr 71

Note—21p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, *Early Childhood Education, *Early Reading, Kindergarten, Learning Readiness, *Preschool Education, Reading Development, Reading Instruction, *Reading Readiness

The question of whether children should be taught to read before first grade has long been discussed, but never settled. As the educational level of the people and the demands of industry increase, the rate of functional illiteracy also rises, provoking criticism of school programs and creating a need to find new ways of dealing with the problems. A search of the literature related to early and beginning reading reveals that children vary in their degrees of readiness for reading and that readiness experiences now provided do not provide for the needs of many children. That some children, at least, are ready to read before age 6 can be seen in the success of Head Start and Sesame Street and in the results of research on early reading. If the needs of children are to be met, it will be necessary to provide instructional opportunities for younger children and to find ways of determining individual children's readiness levels and of using these levels to design instruction for them. The real question in early reading is one of how to include such provisions in an instructional program. References are included. (MS)

ED 049 909 RE 003 611
Rosenthal, Daniel J. A. Resnick, Lauren B.

The Sequence of Information in Arithmetic Word Problems.

Pub Date Feb 71

Note—7p.; Paper presented at the meeting of the American Educational Research Association, New York, N.Y., Feb. 4-7, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Arithmetic, *Content Reading, Elementary School Mathematics, Elementary School Students, *Mathematics Instruction, *Problem Solving, Readability, *Reading Comprehension, Reading Research, Sequential Learning, Verbs

The effects of three variables on the difficulty of verbal arithmetic problems were examined. Variables included problem form, sequence of information, and problem verb. A total of 32 problems was generated, four in each of four problem forms and two sequences of information. Vocabulary words were not above second-grade level, and numbers used ranged from 2 through 9 with no borrowing or carrying required. Two groups of elementary-grade subjects (63 in all) solved all of the problems. Analysis of variance performed on the data indicated that problem form, sequence of information, and their interaction were significant ($p < .001$) but that the problem verb was not. Reverse sequence problems were most difficult to solve and became more difficult as the problem form became more difficult. It was concluded that subjects need to distinguish sequence of information from sequence of events where these do not coincide and that reverse sequence causes the greatest difficulty in problem solving. Tables and references are included. (MS)

ED 049 910 24 RE 003 626
Johnson, Dale D.

Factors Related to the Pronunciation of Vowel Clusters. Part I (of 3 Parts).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-149-1

Bureau No.—BR-5-0216

Pub Date Sep 70

Contract—OEC-5-10-154

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Elementary Grades, Language Research, *Pronunciation, Reading Ability, Reading Research, *Vowels, *Word Recognition

Children's pronunciations of vowel clusters in synthetic words were analyzed in relation to common English words containing the same vowel clusters. Subjects were 436 elementary-school students of both high and low reading levels from a suburban, an urban, and a rural community. Independent variables were grade level, sex, reading level, community type, response type (principle and secondary), and vowel cluster (ai, au, ay, ea, ie, oa, oo, ou, and ow). Dependent variables were difference scores between subsets' principle and secondary pronunciations of vowel clusters and the principle and secondary pronunciation proportions of vowel clusters on a 1963 modification of the Thorndike Frequency Count (type

corpus) and on the 1967 Kucera and Francis computational analysis of modern American English (token corpus). Statement and discussion of the problem, development of the test instrument, and study procedures are reported in Part 1. Results and conclusions of the study are given in Part 2, RE 003 627, and appendices are found in Part 3, RE 003 628. Tables are included. (VJ)

ED 049 911 24 RE 003 627
Johnson, Dale D.

Factors Related to the Pronunciation of Vowel Clusters. Part II (of 3 Parts).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-149-2

Bureau No.—BR-5-0216

Pub Date Sep 70

Contract—OEC-5-10-154

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Elementary Grades, Language Research, *Pronunciation, Reading Ability, Reading Research, *Vowels, *Word Recognition

Children's pronunciations of vowel clusters in synthetic words were analyzed in relation to common English words containing the same vowel clusters. Subjects were 436 elementary students of both high and low reading levels from a suburban, an urban, and a rural community. Conclusions of the study, reported in Part 2, were (1) pronunciations more closely parallel common words as children progress through the grades; (2) sex differences are not significant; (3) better readers deviate less from correspondences in common words than do poorer readers; (4) suburban children tend to parallel more closely correspondences in common words than do urban and rural children; (5) principle pronunciations in word types relate more closely to children's pronunciations than do those in word tokens; (6) contextual environment and word position seem to influence pronunciation. Discussion of the statement and rationale of the problem, the procedures for selecting vowel clusters, and the procedures of the study are given in Part 1, RE 003 626. Appendixes are found in Part 3, RE 003 628. Tables are included. (VJ)

ED 049 912 24 RE 003 628
Johnson, Dale D.

Factors Related to the Pronunciation of Vowel Clusters. Part III (of 3 Parts).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spans Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-149-3

Bureau No.—BR-5-0216

Pub Date Sep 70

Contract—OEC-5-10-154

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Elementary Grades, Language Research, *Pronunciation, Reading Ability, Reading Research, *Vowels, *Word Recognition

Children's pronunciations of vowel clusters in synthetic words were analyzed in relation to common English words containing the same vowel clusters. Subjects were 436 elementary students of both high and low reading levels from a suburban, an urban, and a rural community. Discussion of the problem and procedures of the study are found in Part 1, RE 003 626; results and conclusions are found in Part 2, RE 003 627. Part 3 contains the bibliography and nine appendixes: (A) International Phonetic Alphabet Symbols for Phonemes of American English; (B) Four Forms of Vowel Cluster Multiple-Choice Test Used with Pilot Studies A and B; (C) Four Forms of Vowel Cluster Multiple-Choice Test Used with the Study; (D) Waterloo Subject's Code Number, Sex, Grade Level, Reading Score, and IQ Score; (E) Study Subject's Code Number, Sex, Grade Level, School, Reading Score, and IQ Score; (F) Summary of Reading Achievement Tests; Intelligence Tests, and Dates of Administration to the Subjects of Pilot Studies A and B and the Study; (G) F Values of Main Effects and Interactions for Analysis One; (H) F Values of Main Effects and Interactions for Analysis Two; and (I) Assumptions Underlying the Use of Analysis of Variance. (VJ)

SE

ED 049 913 SE 009 062

Hafner, Everett M. And Others
Education, Learning, and Communications, Undergraduate Studies in Environmental Science, Session 2.

American Association for the Advancement of Science, Washington, D.C.
 Pub Date Dec 69

Note—2 tapes; Papers presented at the Meeting of the American Association for the Advancement of Science (136th, Boston, Massachusetts, December, 1969)

Available from—American Assoc. for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 (Audio-tapes)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Conservation Education, Ecology, *Environmental Education, *Natural Resources, Outdoor Education, Program Descriptions, *Speeches, Symposia, *Tape Recordings

This set of two cassette tapes includes the proceedings of the 1969 AAAS meeting on undergraduate environmental science conference. Steven Shapiro presented a paper titled "A Call to Action." The paper focused on current environmental ethics and value systems. In addition, a wide range of environmental issues were discussed by a student panel. (BB)

ED 049 914 SE 009 808

Exploring Ho-Ne-Um in the Spring.

Madison Public Schools, Wis.

Pub Date [70]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Ecology, *Elementary Grades, Filmstrips, *Instructional Materials, Instructional Trips, *Natural Resources, *Outdoor Education, *Teaching Guides

Identifiers—ESEA Title III

Appreciation and concern for the preservation of our natural resources by all citizens is the primary concern of this teacher's guide for use in grades three and four. It employs the use of a filmstrip in conjunction with a local nature trail, to guide students in developing awareness—by looking closely, listening, touching, and smelling. The filmstrip is explained in its entirety, illustrating each frame and its accompanying script. Questions in the script are designed to encourage class discussion during the viewing time. Bracketed paragraphs provide the teacher with additional information. Also provided is an outline of ideas which appear in the script touching upon spring changes, habitat, effects of man on the environment, and past occurrences. This work was prepared under an ESEA Title III contract. Filmstrip not included. (BL)

ED 049 915 SE 009 809

Lake Pollution in the Yahara Watershed.

Madison Public Schools, Wis.

Pub Date [70]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Environmental Education, Filmstrips, *Instructional Materials, *Intermediate Grades, *Teaching Guides, Water Pollution Control, *Water Resources

Identifiers—ESEA Title III

Audio-visual media are utilized in this teacher's guide for an interdisciplinary unit in the middle grades. A filmstrip is employed to increase the student's understanding of how pollution problems develop, and some of the steps necessary in working out solutions, as interpretation of historical changes, scientific analysis, and government involvement. The filmstrip is explained in its entirety, illustrating each frame and its accompanying script. Annotated bibliographic notations for teachers are included and divided into three parts: (1) rainfall, hydrologic cycle, and watersheds, (2) fresh water ecology, wetland plants and animals, natural succession in lakes, and marshes, and (3) effects of man-pollution, pesticides, and cultural eutrophication. Resource materials concerning Lake Mendota are also listed. The information is suitable for use in connection with science units on fresh water biology or water pollution and for social studies units related to effects of urbanization or to evaluating

the effectiveness of governmental units in handling environmental problems. Filmstrip not included. This work was prepared under an ESEA Title III contract. (BL)

ED 049 916

SE 010 110

Conservation.

Camp Fire Girls, Inc., New York, N.Y.

Pub Date 71

Note—74

Available from—Camp Fire Girls, Inc., 16 East 48th St., New York, N.Y. 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conservation Education, Ecology, *Instructional Materials, *Learning Activities, Manuals, *Natural Resources, Science Activities, *Student Projects, Teaching Guides

The first section of this manual has been developed to help leaders and youth examine and gradually understand some of the more complex environmental factors. It helps to explain what things are where and why, why a certain project has been suggested, whether it is a practical one for a given place, and what must be known before it can be intelligently carried out. Activities and projects described in the second section deal with soil and land, water, forests, wildlife, minerals, and human resources. Indicated for each exercise is its purpose, suitable site, and procedure to accomplish the stated goal. These ideas are suggested to develop and utilize skills in analyzing and alleviating conservation needs. The appendix presents a conservation directory of federal, state, and local agencies and private organizations to which one may write for materials or information concerning conservation practices and natural resources. (BL)

ED 049 917

SE 010 418

Fleetwood, George R. And Others

Teachers Guide for Environmental Education.

North Carolina State Board of Education,

Raleigh, Dept. of Public Instruction.

Pub Date Sep 70

Note—230p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographies, Ecology, Educational Philosophy, *Environmental Education, *Instructional Materials, *Natural Resources, Pollution, *Resource Materials, *Teaching Guides

This guide has been prepared as an aid to the teacher in organizing classroom experiences designed to focus on man and his environment. It serves to identify resources for use in stimulating student interest, to broaden their comprehension and their environment, and attain conceptual understandings. The initial section provides an orientation and definition of environmental education—what its goals are and how they might be achieved. Subsequent sections receiving emphasis are ecosystems, natural resources, pollution, and environmental decision making. Within each area a unifying theme is selected and important concepts set forth. Each theme and group of related concepts is followed by background information. In addition, free and inexpensive books, films, filmstrips, records, tapes, booklets, units, pamphlets, and other resources are included under each area. [Page 32 is of questionable reproducibility.] (BL)

ED 049 918

SE 010 481

Environmental Quality Education Act of 1970,

Hearings Before the Select Subcommittee on

Education of the Committee on Education and

Labor, House of Representatives, H.R. 14753.

Congress of the U.S., Washington, D.C. House

Committee on Education and Labor.

Pub Date 70

Note—859p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO-47-238-0-70-51)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conservation Education, *Ecology, *Educational Programs, *Environmental Education, Federal Aid, Federal Laws, *Legislation, Natural Resources, Speeches

Contained in this document are the hearings held before the select subcommittee on education of the Committee on Education and Labor, House of Representatives, ninety-first Congress, leading to the establishment of the Environmental Quality Education Act of 1970. The bill, H.R. 14753, authorizes the United States Commis-

sioner of Education to establish educational programs to encourage understanding of policies and support of activities designed to enhance environmental quality and maintain ecological balance. In addition, the purpose of the act is to demonstrate the use of new and improved curriculums in model educational programs and to evaluate the effectiveness thereof; to disseminate curricular materials and information for use in educational programs throughout the Nation; to provide training programs for teachers, other educational personnel, public service personnel, and community and industrial business leaders and employees and government employees at State, Federal, and local levels; and to provide for community education programs on preserving and enhancing environmental quality and maintaining ecological balance. Statements, letters, and supplemental material from more than 120 people were presented to the subcommittee chaired by John Brademas, Indiana. (BL)

ED 049 919

SE 010 654

Menesini, Mario M.

The Environmental School.

Pub Date 70

Note—86p.

Available from—Educational Consulting Service, 89 Orinda Way, #6, Orinda, Calif. 94563 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Educational Planning, *Environmental Education, *Interdisciplinary Approach, Learning Activities, Natural Resources, Outdoor Education, Perception, *Program Development, Resource Materials, *Teaching Guides

The general purpose of this workbook-guide is to bring common understanding to those concerned with environmental education planning. The information is directed both toward those who have experience in producing environmental education activities, as well as those who have had little or no contact with such programs. The approach is four-fold presenting: (1) an Environmental Awareness Program (EAP), (2) an environmental resource book for teachers, park personnel, and all community agency personnel interested in environmental education, (3) a detailed plan on how to adventure into all the environments—natural, man-made, pristine, or polluted—for relevant educational purposes, and (4) a practical guide to encourage the environmental awareness of children, adolescents, and adults. To this end the EAP uses outdoor areas called Environmental Awareness Sites (EAS) and offers a conceptual framework called "strands" to synthesize the many elements of environmental study. The book can serve as both a checklist and guide for assessing local environmental problems and possibilities and for developing procedures that will help implement an environmental school program. (BL)

ED 049 920

SE 010 966

Research Reporting Sections, National Council of Teachers of Mathematics Annual Meeting (49th, Anaheim, California, April 14-17, 1971).

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Apr 71

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, College Mathematics, *Conference Reports, Educational Research, Elementary School Mathematics, *Mathematics Education, *Research, Secondary School Mathematics

Presented are abstracts of research papers presented at the Research Reporting Sections of the 49th Annual Meeting of the National Council of Teachers of Mathematics. Topics investigated in these research papers include: effects of reward upon children's responses, analysis of Piagetian area concepts, effects of laboratory materials, strategies in learning mathematics, sex differences in attitude and achievement, attitudes and socioeconomic class as predictors of mathematics achievement, effects of participation and motivation on problem solving ability, strategies of teaching mathematical concepts, behavioral objectives, effects of different homework assignments, teaching of non-decimal numeration in elementary school, student teacher's self-assessment, characteristics of mathematics teachers and their students' achievement, factors associated with instructor effectiveness in calculus, methods

of teaching logic, readability of mathematical language, factors affecting problem solving in elementary school, measurement of critical thinking, and ability of college students to do proofs in logic. (CT)

ED 049 921 SE 011 025
Science Teacher Education Project Information Bulletin Number 2.

Nuffield Science Teacher Education Project (England).

Pub Date 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Instruction, International Education, Program Descriptions, *Science Education, *Teacher Education

Identifiers—England, Nuffield Foundation, Science Teacher Education Project

Progress made by groups of tutors from departments and colleges of education in developing small curriculum units for training science teachers is described in this report of the Nuffield Foundation sponsored Science Teacher Education Project. All units under development involve student teachers in active study, for example in devising teaching materials, teaching in small teams, analyzing pupils' writings, and close, structured observation of teachers and pupils at work. Videotapes, sound recordings, and reproductions of pupils' work are an integral part of the materials being produced. The individuals involved in developing each topic group are listed, and a brief summary of their progress and plans given. Topic groups that have been established are concerned with aims and objectives of science teaching, methods and techniques/resources, teacher-pupil interactions, concept development, design of science courses, social context of science teaching, laboratory design and management, safety, and assessment and feedback. (Editors/AL)

ED 049 922 SE 011 041
Aiken, Lewis R., Jr.

Sex Differences in Attitude and Achievement in Mathematics.

Pub Date [71]

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Attitudes, College Mathematics, Grade 8, *Mathematics, Secondary School Mathematics, *Sex Differences

Reported are the results of a correlational study designed to investigate sex differences in various correlates of attitude and achievement in mathematics. Biographical inventories consisting of 90 or 97 true-false statements were constructed to assess mathematical attitude. The inventories were administered to eighth grade, college freshmen, and graduate student groups. Other measures of ability and achievement were used with the analysis of the eighth grade students. Results of chi square analyses of independence between the measure of mathematics attitude and each of the inventory items are reported separately by sex for each student group. General scholastic ability is shown to be an important correlate of interest and ability in mathematics, and it is suggested that parental interests are also significant. The findings also indicate great complexity of factors governing ability and interest in mathematics. (RS)

ED 049 923 SE 011 049
Chevalier, Jacques A.

Effects of Morphemic Idiosyncrasies in Number Words on Performing Arithmetic Operations.

State Univ. of New York, Genesee.

Pub Date 2 Apr 71

Note—19p.; Paper presented at the Annual Interdisciplinary Meeting on Structural Learning (2nd, April 2, 1971, Philadelphia, Pennsylvania)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Addition, *Arithmetic, *Mathematical Vocabulary, *Morphemes, Morphology (Languages), Morphophonemes, Subtraction

Viewing the number system as a complex of interrelated words, three studies are described: (1) a study of the difficulty of simple addition and subtraction in different decimal positions; (2) a study of variations in the number of digits in the addend or minuend; (3) a study of the effect of irregular morphemes occurring in some number words. Findings proposed were (1) arithmetic

tasks involve sequences of operations of reading and arithmetic called shifts; (2) different arithmetic performances require different shifts and thus some performances require more time to complete. (JG)

ED 049 924 SE 011 055
World Summary of Statistics on Science and Technology.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—66p.

Available from—UNIPUB, Inc., P. O. Box 433, New York, New York 10016 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Expenditures, Manpower Utilization, *Scientific Manpower, *Scientific Research, Scientists, *Statistical Data, World Affairs

This report is written in English and French and presents the results of a survey of scientific and technical manpower, expenditures for research, and experimental development for most nations in the world. The data were gathered from 1966 to 1967 by questionnaires and have been presented in three tables. Table 1 presents data for each country on scientific and technical manpower by field or specialization. Table 2 distributes the scientific and technical manpower by sector of employment. Table 3 itemizes current expenditures on research and experimental development. In addition derived figures which relate manpower and expenditures to the national economy are presented in a fourth table. Data on degrees granted in selected fields of science and technology gathered from the UNESCO Statistical Yearbook are included in Table 5. (Author/PR)

ED 049 925 SE 011 060
Kaufman, W. J. Middlebrooks, E. J.

An Evaluation of Sanitary Engineering Education.

American Association of Professors in Sanitary Engineering.

Pub Date Jan 70

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Programs, College Science, *Educational Trends, Environment, Environmental Education, *Environmental Technicians, *Graduate Study, Program Descriptions, Sanitation Improvement, Water Pollution Control

This report is based on the 1966 and 1969 registers of graduate programs in the field of sanitary engineering. Data for both registers were collected by questionnaires. The first in 1965 included 56 colleges and the second in 1969 included 45 colleges offering graduate programs. The following chapters are included: Objective of the Register; Program Titles and Objectives; Faculty, Admission Requirements; Degree Titles, Typical M.S. Programs, Degrees Awarded and Present Student Enrollment; Initial Employment of 1966-67 and 1967-68 Degree Recipients; Financial Support; Summary and Conclusions. The three principal program titles used are sanitary engineering, water resources engineering, and environmental engineering. The preponderance of programs are in water science and engineering. Programs are generally depicted as interdisciplinary in character. The report does not evaluate the quality of the programs, but recognizes that "quality is most dependent on the excellence of the individual faculty members." Numerous charts and graphs are employed in presenting data on the programs, degrees, faculty, and trends. (PR)

ED 049 926 SE 011 093
Thomas, H. Laverne

The Concept of Function.

State Univ. of New York, Onondaga Coll. at Onondaga.

Pub Date Feb 71

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (February 4-7, 1971, New York City, N.Y.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advanced Students, *Algebra, *Learning Theories, *Mathematical Concepts, *Relationship, Research, Secondary School Students

Identifiers—*Functions

Research reported deals with identifying stages in attaining a concept of function by students, eleven through fourteen years of age, of above average ability, taking the experimental mathematics program of the Secondary School Mathematics Curriculum Improvement Study. In order to obtain a hierarchy of the learning stages, both a written test and an individual interview were used. All 201 subjects received the written test and 20 subjects were selected for individual testing on a set of sixteen function tasks. From the written test, five stages were identified: (1) ability to find images of a function, (2) ability to consistently identify instances of mappings in several different representations, (3) operational ability in finding images and domain is exhibited, (4) ability to consistently identify non-instances of mappings in several different representations, (5) ability to find images under the composition of two functions and solve related problems using functions in several different representations. The individual interview test results altered the previous findings to yield the final analysis of stages. These were: (1) concept identification (ability to discriminate instances and non-instances of function), (2) process (ability to work with various representations and names of function in finding images, preimages, domain, range, and sets of images), (3) operations (ability to carry out operations on functions with an indication that the result of the operation is understood again to be a function. (JG)

ED 049 927 SE 011 117
Mathematical Reflections.

Association of Teachers in Mathematics.

Pub Date 70

Note—254p.

Available from—Cambridge University Press, 32 East 57th St., New York, N.Y. 10022 (\$4.95)

Document Not Available from EDRS.

Descriptors—College Mathematics, *Mathematical Enrichment, Mathematics, *Mathematics Education, Mathematics Instruction, *Reference Materials, *Secondary School Mathematics

Identifiers—Association of Teachers of Mathematics

This book contains a collection of papers on the teaching and learning of mathematics. The work of A. G. Sillito, a renowned Scottish mathematics educator, is the theme for these papers. The first three papers emphasize Sillito's influence in Scottish schools. A wide variety of mathematical ideas are discussed in the papers and include such topics as the concept of function, transformation geometry, trigonometry, and vectors. (FL)

ED 049 928 SE 011 119
Subject Headings for Engineering, SHE.

Engineering Index, Inc., New York, N.Y.

Pub Date 70

Note—132p.

Available from—Engineering Index, Inc., 345 East 47 Street, New York, New York 10017 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Engineering, *Indexes (Locators), *Information Retrieval, Reference Materials, *Subject Index Terms

Subject Headings for Engineering (SHE) is an alphabetical list of terms currently in use in Engineering Index, Inc. (EI) technical specialists as a controlled vocabulary for indexing transdisciplinary literature of engineering and related sciences. SHE is the basic tool for indexing using the nomenclature derived from the literature of the many specialized areas of engineering and engineering technology. Profuse cross reference terms and scope notes aid both the editors and users in searching EI contemporary and background information. The alphabetical arrangement of Main Headings and descriptive Sub-headings used throughout the several services conforms to the same word-by-word alphabetizing system used in SHE. The introduction details the structure and format of SHE and gives several examples which illustrate its use. (Author/PR)

ED 049 929 SE 011 120
Unit The World of the Soil, First Trial Materials,

Inspection Set, [Australian Science Education Project].

Australian Council for Educational Research, Victoria.

Pub Date Mar 71

Note—104p.

Available from—Australian Science Education Project, 11 Glenbervie Rd., Toorak, Victoria, Australia 3142 (Free)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Discovery Learning, *Environmental Education, *Instructional Materials, *Science Activities, *Secondary School Science, *Soil Science, *Units of Study (Subject Fields)

Identifiers—Australian Science Education Project

The Australian Science Education Project is producing materials designed for use in grades 7-10 of Australian schools. This is the first trial version of a unit expected to take about 20 40-minute periods to complete. Included are a teacher's guide to the unit, four pupil booklets ("Looking at Soils," "Things to do With Soils," "What is it Called?" and "What Have You Found Out?"), a record book, and seven worksheets to guide students through the basic portions of the unit. Other activities are unstructured and open-ended. In the basic parts of the unit physical and biological components of soil are examined, with keys provided to help identify organisms and soil types; the use of soil in engineering, pottery, agriculture, and gardening are investigated; the causes and prevention of erosion studied; and the origin of soil described. Additional activities include soil painting, making soil profile models, investigating soil microorganisms, studying earthworm behavior, extracting drinking water from soil, studying quicksand, fertilizers and compost. The evaluation booklet is designed as a learning activity, with comments on acceptable and unacceptable answers on a separate answer sheet. (AL)

ED 049 930 SE 011 121

Unit Mice and Men, First Trial Materials, Inspection Set, [Australian Science Education Project]. Australian Council for Educational Research, Victoria.

Pub Date Feb 71
Note—142p.

Available from—Australian Science Education Project, 11 Glenbervie Rd., Toorak, Victoria, Australia 3142 (Free)

Document Not Available from EDRS.

Descriptors—Biology, *Curriculum, *Instructional Materials, *Laboratory Procedures, *Physiology, *Science Activities, *Science Materials, *Secondary School Science, *Units of Study (Subject Fields)

Identifiers—Australian Science Education Project

The Australian Science Education Project is producing a series of units designed for use in grades 7-10. This first trial edition contains a teachers guide, providing an overview of the unit and advice on mice management and classroom organization; booklets for students ("Mammals," "Investigations," "Care and Handling of Laboratory Animals," "Background Work," and "Check Your Answers"); 14 student worksheets; a student's guide to the unit; and a device for measuring mice tails. Morphological, physiological, and behavioral investigations are included as well as some exercises on classification. Student instruction varies from highly specific directions to suggestions of ideas that might be followed. The answer booklet emphasizes that students may not all get the same results in their experiments. The background work emphasizes the interrelationships of mice and men. (AL)

ED 049 931 SE 011 122

Unit Messengers, First Trial Materials, Inspection Set, [Australian Science Education Project]. Australian Council for Educational Research, Victoria.

Pub Date Feb 71
Note—95p.

Available from—Australian Science Education Project, 11 Glenbervie Rd., Toorak, Victoria, Australia 3142 (Free)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Discovery Learning, *Instructional Materials, *Physiology, *Science Activities, *Secondary School Science, *Sensory Experience, *Units of Study (Subject Fields)

Identifiers—Australian Science Education Project

The Australian Science Education Project is producing material designed for use in grades 7-10 of Australian schools. This is the first trial version of a unit concerned with sight, hearing, touch, taste, and smell. The teacher's guide outlines the use of the two booklets ("Messengers" and "Use of the Senses") intended for all students, where students produce their own sense

profiles by measuring optical resolution, near point, angle of vision, sound frequency range, judgment of sound duration and direction, taste sensitivity, texture and thickness discrimination, and reaction time, and suggests ways of using the optional activities included in the student booklets "How to Improve Your Observations," "How Sensitive Are You?," "Limits of Seeing," "How to be More Sense-ible," and "Senses in Other Living Things." Worksheets are provided for most activities. Included is an evaluation booklet with multiple choice and free response questions, some in a programmed format. (AL)

ED 049 932 SE 011 125

Heimer, Ralph T. Lottes, John J.

A Framework for the Study of Instruction in Mathematics, Science, Technology, and Instruction: A Rationale for an Instructional Research and Development Strategy.

Pennsylvania State Univ., University Park; State Univ. of New York, Genesee.

Pub Date Feb 71

Note—44p; Paper presented at the Annual Meeting of the American Educational Research Association (February 4-7, 1971, New York City, N.Y.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, *Curriculum Development, *Curriculum Research, *Learning Theories, *Mathematical Concepts, *Mathematics Instruction, *Research, *Research Methodology, *Scientific Methodology

Scientific Method rather than trial and error methods should be used to search for instructional algorithms. The Scientific Method is discussed with implications for this purpose. Suggested is the inclusion of theoretical and technological foundations in formulating instructional theory. Conditions needed for adequate instructional research are: satisfying the essential conditions of scientific theory and use comprehensive strategies. Conditions necessary for an adequate instructional system presented are: (1) if instructional problems overlap, construct useful sets of generalizations for solving classes of instructional problems, (2) represent the instructional system as a theory, (3) the system must be capable of replication. An illustration encompassing the research methodology presented is included. Presentation of equivalent fractions through the mode of graphics is discussed. A symbolic language was developed and examples of statements utilizing this language are presented. Using a Gagne' type learning hierarchy, an instructional sequence was designed (although not reported) to achieve selected instructional objectives (also not reported). (JG)

ED 049 933 SE 011 130

Rapp, M. L. And Others

Project R-3, San Jose, Calif: Evaluation of Results and Development of a Cost Model.

Rand Corp., Santa Monica, Calif.

Spons Agency—San Jose Unified School District, Calif.

Report No—R-672-SJS

Pub Date Mar 71

Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement, *Arithmetic, *Cost Effectiveness, *Disadvantaged Youth, *Educational Programs, *Grade 7, *Mathematics Instruction, *Motivation, *Reading, *Secondary School Mathematics

This report is an evaluation by the Rand Corporation of a project designed to raise reading and arithmetic achievement of disadvantaged junior high school students. The project was prepared by Lockheed Missiles and Space Company for the San Jose Unified School District. Described are both the original R-3 program for a small number of students and the current program for a seventh-grade student in a single junior high school. The basic concepts of the remedial programs were: motivational activities to provide curriculum relevance, intensive involvement to improve teacher-student rapport, reading and arithmetic tailored to individual needs, and parental involvement in their children's school activities. Effectiveness and cost are separately analyzed. During a period of four months the average reading gain of students was five months; arithmetic, three months. Students with the lowest entering scores gained eight months in both subjects. Absences increased, but referrals and suspensions decreased. Costs are

summarized by major program components including management, dissemination, inservice-training, mathematics, reading, humanities, field trips, and parental involvement. Finally, a cost-effectiveness model is developed which can be used for assessing the impact of change in resource allocation. (JG)

ED 049 934 SE 011 133

Suydam, Marilyn N.

Teaching Mathematics to Disadvantaged Pupils: A Summary of Research. Mathematics Education Reports.

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Apr 71

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Culturally Disadvantaged, *Disadvantaged Youth, *Educationally Disadvantaged, *Mathematics Education, *Mathematics Instruction, *Research Reviews (Publications)

This report contains both a summary of research and an annotated list of research on the teaching of mathematics to disadvantaged pupils. Particular implications from the research summary are presented and include: (1) the disadvantaged profit from special attention, either from the teacher, the content of the program, the instructional materials, or the organization for instruction, (2) the mathematical characteristics which distinguish disadvantaged from advantaged pupils appear to exist in degree rather than kind, (3) social relevance appears to be more crucial to consider in the case of disadvantaged students, (4) active physical involvement with manipulative materials may be even more important for the disadvantaged than for the advantaged, (5) there is as much need for individualized instruction for disadvantaged students as for other groups of students. The list of references is divided in two major areas: educationally disadvantaged and academically disadvantaged. The latter section is sub-divided into four categories low achievers, remediation, slow learners, and mentally retarded. Citations are listed in alphabetical order by author and indicate sources, availability, and major ideas of the document. (JG)

ED 049 935 SE 011 159

Applied Mathematics, Tenth Grade. A Resource Manual.

Baltimore County Public Schools, Towson, Md.

Pub Date Nov 68

Note—367p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Grade 10, *Mathematical Applications, *Mathematics Instruction, *Resource Materials, *Secondary School Mathematics, *Teaching Guides, *Technical Mathematics, *Vocational Education

This resource manual is designed for use with tenth grade boys whose main interest lies in the shop and industrial arts areas. The course emphasizes mathematical problems inherent in various trades and industries. The primary objective is to motivate the student to apply, improve, and increase his computational skills. The manual is divided into six chapters: automotive activities, building trade activities, home and finance activities, related applied activities, and computational activities. Each chapter contains a series of activities designed to present a logical development of a particular mathematics application. Each activity is accompanied by a teacher guide which includes objectives, suggested materials and activity procedures. Most activities have drawings included suitable for copying either for overhead projector use or ditto copying for student use. (JG)

ED 049 936 SE 011 161

Henderson, Bonnie C.

Directory of Geoscience Departments, United States and Canada.

American Geological Inst., Washington, D.C.

Pub Date 70

Note—225p.

Available from—American Geological Institute, 2201 M Street NW, Washington, D.C. 20037 (\$7.00)

Document Not Available from EDRS.

Descriptors—*Colleges, *College Science, *Degrees (Titles), *Directories, *Earth Science, *Faculty, *Geology, *Science Departments, *Universities

Identifiers—American Geological Institute

The 1970 edition of the Directory of Geoscience Departments has a combined listing of 640 colleges and universities offering instruction in the earth sciences in the United States and Canada. Of these, 407 grant degrees in one or more of the geosciences. The remaining schools comprise 137 junior colleges and 96 four-year colleges that offer some courses but not degrees in the field. A chart of available degree programs by subject matter is arranged by geographic location of the institutions, with the Canadian universities followed by a state-by-state listing of those in the United States. All degree information for one school appears on one line, whether furnished by single or by several departments. The main section of the Directory is an alphabetic listing of all 640 institutions, with separate faculty and degree information in the case of multiple geoscience departments under one university heading. Highest earned degrees, where and when received, are shown for each of the 4,603 faculty members in the entire Directory. In degree-granting departments, the faculty are shown by academic rank. A chart of summer field course data for those schools operating camps or special field trips describes location, duration and geology studied. Appended footnotes give further particulars from individual departments. (Author/PR)

ED 049 937 SE 011 163
Science for Society Education Review, Volume 1 Number 2.

American Association for the Advancement of Science, Washington, D.C. Commission on Science Education.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—AAAS-Misc-Pub-71-5

Pub Date Mar 71

Note—8p.

Available from—American Assoc. for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activities, Education, Environment, *Environmental Education, Federal Programs, National Programs, *Newsletters, *Organizations (Groups)

Environmental education activities of some Washington-based, professional science-oriented organizations and federal agencies concerned with environmental improvement are described in this newsletter. Its purpose is to acquaint persons with the activities of representative environmental concern groups in the nation's capital, since a substantial part of the efforts to environmental education problems is generated or brought together in summary fashion in Washington, D.C. Mention is made of defining environmental education, perception of environmental problems and analyses of them, development of curriculum guidelines, bibliographies, and data banks, training of teachers through workshops, seminars, institutes, conferences, etc., preparing materials for creating environmental awareness, production of audio-visual aids, journals dealing with environmental problems, financial support of programs and projects of an environmental nature, contributions of conservation organizations, establishment of college and community development courses, and environmental legislation, both federal and state. Names and addresses of organizations cited are included for those who wish additional information. (BL)

ED 049 938 SE 011 168
Commission on Undergraduate Education in the Biological Sciences Newsletter, Volume 7 Number 4.

Commission on Undergraduate Education in the Biological Sciences, Washington, D.C.

Pub Date Apr 71

Note—20p.

Available from—Commission on Undergraduate Education in the Biological Sciences, 3900 Wisconsin Ave., N.W., Washington, D.C. 20016 (Free)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Biology, *College Science, *Instruction, *Laboratory Procedures, Newsletters, Program Descriptions, *Student Research

Three articles in this newsletter describe investigative laboratory programs; two in marine or coastal biology (Hopkins Marine Station and the

Bahamas field station of Earlham College), and the other a botany course at Colorado College. In all cases undergraduate students are expected to plan and conduct biological research, after being presented with sufficient content work to provide a meaningful background for their own original research. The form of this initial instruction varies between the three programs described, with Colorado College providing instructional packages which students may take at their own pace, and the other two including formal lectures or seminars. The newsletter also contains reviews of two books concerned with the interface between chemistry and biology, a report of a CUEBS Minicourse on Modules, notes on visual aids, and comments on mathematics for biologists. (AL)

ED 049 939 24 SE 011 181
Stafford, Don G.

An Evaluation of the Science Curriculum Improvement Study (SCIS) Material Objects Unit at the Kindergarten Level. Final Report.

East Central State Coll., Ada, Okla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-O-G-016

Pub Date 15 Feb 71

Grant—OEG-7-70-0148

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Conservation (Concept), *Elementary School Science, Evaluation, *Instruction, *Kindergarten, Readiness, Scientific Concepts

Identifiers—Piaget, Science Curriculum Improvement Study

Studied were eight sections of kindergarten children taught by four teachers in the Glenwood Public School, Ada, Oklahoma. Four experimental sections used the SCIS Material Objects elementary school science activities during the 1969-70 school year. Four control sections participated in other non-structured and less sequential science activities. Investigated were: 1) appropriateness of unit for kindergarten; 2) children's interest; and 3) achievement in reading readiness, reading, arithmetic, mental ability and Piaget conservation task scores. Conservation and ability tests were administered before and after treatments. Reading readiness and arithmetic and reading achievement tests were administered as posttests. Investigator developed evaluation booklets and an interest instrument was used during the science unit. It was concluded that: 1) the SCIS Material Objects unit was appropriate for and of interest to kindergarten children; 2) teacher differences were apparent; 3) enhancement of readiness and first grade achievement was not clearly demonstrated; and 4) ability to perform Piaget Conservation tasks was significantly increased. (Author/JM)

ED 049 940 SE 011 184

Hazards of Mercury.

Pub Date Mar 71

Note—74p.; Reprint

Available from—Academic Press, Inc., 111 Fifth Ave., New York, N.Y. 10003

Journal Cit—Environmental Research; v4 n1 p1-69 Mar 71

Document Not Available from EDRS.

Descriptors—*Biological Sciences, Chemistry, *Environmental Influences, Fisheries, *Health, Periodicals, Pesticides, *Pollution, Research, *Technical Reports

Common concern for the protection and improvement of the environment and the enhancement of human health and welfare underscore the purpose of this special report on the hazards of mercury directed to the Secretary's Pesticide Advisory Committee, Department of Health, Education, and Welfare. The report summarizes the findings of a ten-member study group and sets forth recommendations relating to major steps which should be taken in this country to define and correct the problem of mercury pollution. Currently, the problem is divided into two broad parts: one relates to the toxicity of unmodified mercury pesticides and the other to accumulations in aquatic systems of alkylated mercury from a variety of sources, specifically methylmercury in fish and shellfish. Chapters deal with: medical implications of ingestion of mercury, microbial transformation of mercury, sources, distribution and control of mercury, ecological effects of methylmercury contamination, farming-

food-forestry, airborne mercury, and analytical methods. Tables, figures, and references supplement the information. (BL)

ED 049 941 SE 011 186
Educational Product Report, Numbers 33/34, Environmental Education Materials.

Educational Products Information Exchange Int., New York, N.Y.

Pub Date 71

Note—98p.

Available from—EPIE, 386 Park Ave South, New York, N.Y. 10016 (\$7.00)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Resources, *Environmental Education, Information Sources, Instructional Aids, Program Descriptions, *Publications, *Reference Materials

Contained in this report are a variety of materials to help teachers and school administrators understand and develop environmental education curricula. Environmental Education: What is it? What should it be? is the introductory unit. Public statements from eight individuals are presented expressing positions taken on basic issues of the present status and future direction of environmental education. Remarks are extracted from speeches, public hearings, papers, and interviews. Major emphasis is placed on the second unit, a Product Information Supplement of environmental education materials—books and films related to the broad aspects of environmental education. Each notation includes title, author, publication data, physical data, and organization and content information. In addition, organizations, publishers, classroom kits and equipment, periodicals, and information agencies are listed. The final unit investigates three environmental education programs in progress in an attempt to determine why these programs are successful and how they might act as models for the development of other curriculum enrichment programs. These are located in: Theodore Roosevelt Island, Washington, D.C.; Arlington County, Virginia; and Herkimer County, New York. (BL)

ED 049 942 SE 011 189
Informed Forces for Environmental Quality, Conference Proceedings (University of Wisconsin, Green Bay, Wisconsin, March 28-29, 1968).

Wisconsin Univ., Green Bay.

Pub Date Mar 68

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ecology, *Environment, Environmental Influences, *Natural Resources, Pollution, *Problems, Social Influences, *Speeches

To increase understanding of the dimensions of man's impact on his environment and the key issues involved in improving that environment through education and action was the goal of the environmental quality conference held at the University of Wisconsin, Green Bay, on March 28-29, 1968. Contained in this document are the conference proceedings—speeches, discussions, songs, and names of participants. Representatives from universities and colleges, conservation and citizen organizations, and labor and industry presented speeches in the following areas: environmental quality in ecological perspective; issues in land quality, water use, economic development, and air quality; the gap between science and the citizen; environmental issues in industry location; regional design for human impact; examples of environmental improvement; and the quest for a quality environment. (BL)

ED 049 943 SE 011 190

Johnson, Robert B. And Others
Drug Scene Syllabus, A Manual on Drugs and Volatile Chemical of Potential Abuse.

Oregon State System of Higher Education, Corvallis. Div. of Continuing Education.

Pub Date Aug 70

Note—30p.

Available from—Continuing Education Publications, Waldo Hall 100, Corvallis, Oregon 97331

Document Not Available from EDRS.

Descriptors—*Bibliographies, Charts, *Drug Abuse, Drug Addiction, *Health Education, *Instructional Materials, *Physiology, Resource Materials

A brief historical review of attempts to control the abuse of drugs introduces a series of tables listing pertinent information about drugs of potential abuse. Each table provides the common

commercial and slang names for the drugs, their medical and legal classification, their potential for emotional and physical dependence, whether the user develops tolerance to the initial levels taken, indicated medical uses, the common physical and psychological effects, clues to their abuse, and some of the dangers of the drug. There are separate tables for the following drugs: alcohol, amphetamines and other stimulants, cocaine, hallucinogens (psychotomimetics), marijuana, narcotics, sedative-hypnotics, tranquilizers, and volatile depressants (organic solvents). A package which contains enlarged versions of each of the tables is available separately. There is an extensive list of references to the technical literature classified according to type of drug. (AL)

ED 049 944 SE 011 235
Science, Courses of Study for the Four-Year Programme and Comments on the Courses of Study for the Five-Year, Two-Year, and Occupational Programmes.

Ontario Dept. of Education, Toronto.

Report No.—Currc-RP-17

Pub Date 64

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, Chemistry, *Course Descriptions, *Curriculum, International Education, Physics, *Secondary School Science, *State Curriculum Guides

Identifiers—Canada

The major portion of this booklet contains detailed specifications for the content of science courses for grades 10-12 in the Arts and Science, Business and Commerce, and Science, Technology, and Trades Branches of Ontario secondary schools. Chemical, physical, and biological topics are emphasized. Brief notes on other science courses are provided. These courses were prepared for introduction in 1965, and are "experimental in that they will be subject to review." (AL)

ED 049 945 SE 011 236
Elementary Health Education Guide to Better Health.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 66

Note—363p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Bibliographies, *Curriculum Guides, *Elementary Schools, *Health Education, Lesson Plans, *Resource Materials, Teaching Guides

This curriculum guide for the elementary school portion of a K-12 health education program contains notes on eleven areas: Alcohol, Anatomy and Physiology, Community Health, Consumer Health, Dental Health, Disease Control, Family Health, Heredity and Environment, Mental Health, Nutrition, and Safety Education. The notes on each area contain a statement of the related competencies that students are expected to have when they graduate from high school, a list of concepts within the area each accompanied by sample learning experiences, and a list of resources (books, films, journal articles, and public and private agency publications) provided at the end of each section. Includes a bibliography for teachers and notes on using the guide. (AL)

ED 049 946 SE 011 237
Environmental Education for New Hampshire Elementary and Secondary Schools.

New Hampshire State Dept. of Education, Concord. Div. of Instruction.

Report No.—Currc-Bull-1

Pub Date Mar 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, *Curriculum, Elementary Schools, *Environmental Education, Field Studies, *Program Descriptions, Resource Materials, Secondary Schools, Teaching Guides

Identifiers—New Hampshire

A copy of the policy statement on environmental education adopted by the New Hampshire State Board of Education. Included are a set of guidelines for the development of environmental education programs, and an annotated list of seven programs in existence in the state. Suggested steps for developing environmental study sites, and some possible interdisciplinary uses of such sites are given with references to appropriate publications. A list of people and agencies in New Hampshire that may be contacted by schools is provided, with the caution that students should have appropriate background information before asking for assistance and information. (AL)

proper publications. A list of people and agencies in New Hampshire that may be contacted by schools is provided, with the caution that students should have appropriate background information before asking for assistance and information. (AL)

ED 049 947 SE 011 238
Conservation Directory 1971.

National Wildlife Federation, Washington, D. C.

Pub Date 1 Dec 70

Note—164p.

Available from—The National Wildlife Federation, 1412 16th St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Agencies, Community Organizations, *Directories, Fisheries, *Natural Resources, *Wildlife Management

This list of natural resource use and management organizations in the United States and Canada is supplemented with indices to their major periodical publications and to individuals named in the directory. Sections of the directory deal with agencies of the U.S. government; organizations and commissions with international, national, regional, and interstate interests and responsibilities; and with government agencies and citizen groups with interests in one state. There is a separate Canadian section. Brief descriptive notes outline the interests, objectives, and responsibilities of most organizations listed. Names and addresses of officers are included. An appendix lists names and addresses of fish and game commissioners and directors in each state and territory of USA and Canada. (AL)

ED 049 948 24 SE 011 239
Harty, Harold

Statistical Report and Observations on Attitudes Toward S-APA Installation from Fourth and Fifth Grade Teachers in ERIE's Pilot Schools Prior to an Initial Workshop Session.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—Office of Education (DHEW)

Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1440

Pub Date Jan 70

Note—77p.; First draft

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Science, *Elementary School Teachers, Evaluation, Grade 4, Grade 5, Inservice Programs, *Teacher Attitudes

Identifiers—Eastern Regional Institute for Education, Science (A Process Approach)

Studied were attitudes of 54 fourth and fifth-grade teachers from 21 New York and Pennsylvania pilot schools prior to an initial summer workshop on Science-A Process Approach (AAAS) prior to installation of the AAAS during the 1969-70 school year. A questionnaire was mailed to each teacher. Data and conclusions were reported with regard to installation variables; AAAS curriculum characteristics; consultant functions and utilization; and student achievement. Results indicate older, experienced teachers and those with graduate work were most familiar with Science-A Process Approach and were most favorably impressed by the program. Mean values indicated New York teachers spent more time teaching science and subgrouped pupils for individualized instruction than did Pennsylvania teachers. Teachers with one to three years experience utilized manipulative equipment more regularly than other groups. Approximately 80 percent of the teachers from both states felt that skipping exercises was a disadvantage to students. Teachers from ages 31 to 40 tended to be the most concerned about student achievement. (JM)

ED 049 949 SE 011 256
UNISIST, Synopsis of the Feasibility Study on a World Science Information System.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—92p.

Available from—UNESCO Publication Center, 317 East 34 Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—*Information Storage, *Information Systems, *International Programs, Program Descriptions, *Scientific Research

Identifiers—International Council of Scientific Unions, UNESCO

This synopsis of a report prepared by a joint committee of UNESCO and the International Council of Scientific Unions contains 22 recommendations regarding the formation of a World Science Information System (UNISIST). The necessity for, and trends toward, co-operation in information exchange are outlined and the objectives of UNISIST listed. The recommendations are arranged in the following groups: tools of systems intercommunication; effectiveness of information services; responsibilities of professional groups; institutional environment; international assistance to developing countries; and UNISIST management. The implementation of UNISIST is considered, including a list of program priorities. A brief discussion of the benefits to be expected by scientists, research sponsors, managers of information systems, science educators, and developing countries precedes appendices listing members of the committee and working groups. (AL)

ED 049 950 SE 011 257
Educational Trends in 1970, An International Survey.

International Bureau of Education, Geneva (Switzerland).

Pub Date 70

Note—61p.

Available from—UNESCO Publication Center, 317 East 34 Street, New York, New York 10016

Document Not Available from EDRS.

Descriptors—*Educational Policy, *Educational Problems, Educational Strategies, *Educational Trends, *International Education, International Organizations, *Literacy, Surveys

Identifiers—International Bureau of Education, UNESCO

This survey, prepared by the International Bureau of Education, is based upon reports of national educational trends made by 75 countries in 1969. A brief discussion of enrollment, literacy, teacher utilization, and public expenditure on education from 1960/61 to 1967/68 for primary, secondary, tertiary, and adult levels is supplemented by graphs and appended tables for the world and for seven regions. Generalizations about policies and problems of education, and the changes in educational organization, content, method, availability, and research are illustrated by examples from a number of different countries. These earlier chapters explain and illustrate the final chapter, containing the report of the 32nd session of the International Conference on Education (1970) which discussed trends in education from the viewpoint of Education Ministers and officials from 87 countries. The report identifies points of agreement and some divergent opinions on the following topics: education—change or evolution; directions and strategies of change; the structure, content, and technology of education; the teachers' role; and educational research. (AL)

ED 049 951 24 SE 011 267
A Regional Approach to Improving Elementary School Science.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-6-1440

Pub Date May 69

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Programs, *Curriculum, Curriculum Study Centers, *Elementary School Science, Evaluation, Inservice Programs, *Program Descriptions, *Regional Laboratories, Regional Programs

Identifiers—Science (A Process Approach)

Reported were programs and procedures developed by the Eastern Regional Institute for Education (ERIE) to install a process oriented science program in regional elementary schools. Three installation phases were involved: 1) selection of the installation vehicle by ERIE and local schools, 2) installation tryout, and 3) adoption of the installed program. Science - A Process Approach was selected for installation in pilot schools beginning with the 1967-68 school year. School selection criteria included diversity in socio-economic and public-parochial factors. Reciprocal working relationships were established with 21 pilot schools and included information

services and inservice training for teachers and administrators; provision of teacher and student instructional materials; and regular consultative visitation. Instruments for student competency and demographic data were administered. Pilot schools varied in instructional time and completed AAAS science activities. The adoption phase was considered incomplete. Installation process side effects included: extended use of Science - A Process Approach in non-pilot schools, extended ERIE dissemination involvement; expanded teacher education and consultation services and cooperation with state departments of education; and further implementation of ERIE's "Regional Action Network" and "Process Leader" programs. (JM)

ED 049 952 SE 011 269
Biology, The Nuffield Foundation Science Teaching Project.

Nuffield Foundation, London (England).

Pub Date 68

Note—31p.

Available from—Longmans/Penguin Books, 3300

Clipper Mill Road, Baltimore, Maryland 21211

Document Not Available from EDRS.

Descriptors—*Biology, *Curriculum, International Education, *Program Descriptions, *Secondary School Science

Identifiers—England, Nuffield Foundation Science Teaching Project

A description of the Nuffield approach to biology for students 11-16 years of age, a discussion of the possible entry points to the materials provided for the five years of British secondary schools before the "O"-Level examination, an account of the type of examination to be expected, and estimates of the cost of introducing the program to a British school, introduce a description of the course and of the materials produced by 1968. These materials include a pupils text and a teachers guide for each year, film loops, photographic transparencies, photographs, and a sound recording. Addresses of publishers who handle Nuffield materials in a number of countries are listed. (AL)

ED 049 953 SE 011 270
Physics, The Nuffield Foundation Science Teaching Project.

Nuffield Foundation, London (England).

Pub Date 68

Note—23p.

Available from—Longmans/Penguin Books, 3300

Clipper Mill Road, Baltimore, Maryland 21211

Document Not Available from EDRS.

Descriptors—*Curriculum, International Education, *Physics, *Program Descriptions, *Secondary School Science

Identifiers—England, Nuffield Foundation Science Teaching Project

A description of the Nuffield approach to Physics for students 11-16 years of age, a discussion of the possible entry points to the program provided for the five years of British secondary schools before the "O"-level examination, an account of the type of examination to be expected, and estimates of the cost of introducing the program to a British school, introduce a description of the course and of the materials produced by 1968. The materials for teachers include a guide to experiments for each of the five years, a guide to apparatus, and a booklet on tests and examinations. There is a pupils' question book for each year. A series of apparatus drawings is also available. Addresses of publishers who distribute Nuffield materials in a number of countries are listed. (AL)

ED 049 954 SE 011 271
Chemistry, The Nuffield Foundation Science Teaching Project.

Nuffield Foundation, London (England).

Pub Date 68

Note—31p.

Available from—Longmans/Penguin Books, 3300

Clipper Mill Road, Baltimore, Maryland 21211

Document Not Available from EDRS.

Descriptors—*Chemistry, *Curriculum, International Education, *Program Descriptions, *Secondary School Science

Identifiers—England, Nuffield Foundation Science Teaching Project

A description of the Nuffield approach to Chemistry for students 11-16 years of age, a discussion of the possible entry points to the materials provided for the five years of British

secondary schools before the "O"-Level examination, an account of the type of examination to be expected, and estimates of the cost of introducing the program to a British school, introduce a description of the course and of the materials produced by 1968. The materials for teachers include guide books, a set of collected experiments, and descriptions of the basic and optional courses that may be taught. Pupil materials include a data book, four books of laboratory investigations, and 41 short background books. Film loops, charts, and a set of diffraction grids are also described. Addresses of publishers who distribute Nuffield materials in a number of countries are listed. (AL)

ED 049 955 SE 011 272
Report of the Panel on Pre-Professional Training in the Agricultural Sciences.

Commission on Undergraduate Education in the

Biological Sciences, Washington, D.C.

Report No.—CUEBS-Pub-17

Pub Date 67

Note—4p.; Reprinted from CUEBS News III (4): 3-5, 1967

Available from—CUEBS, 1717 Massachusetts Avenue, NW, Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, *Agricultural Education, Biology, *College Science, Degree Requirements, Mathematics, Physical Sciences, *Program Descriptions, *Technical Reports

Summaries of the recommendations made by action committees established by the Panel on Pre-Professional Training in the Agricultural Sciences are made under the headings "Biological Subject Matter," "Mathematics," and "Physics." The action committees in Animal Sciences, Bioengineering, Food Sciences, Natural Resources, Plant and Soil Sciences, and Social Sciences based their recommendations on the undergraduate requirements for professionals who will be working in the 1980's. These recommendations are synthesized by the panel, which presents an outline of a typical science curriculum for agriculture majors, and discusses the trends in undergraduate agricultural education. Panel and committee members are listed. (AL)

SO

ED 049 956 SO 000 171

McLendon, Jonathon C. And Others

Social Studies and the Disadvantaged. Targeted Communication (Interpretive) Study of Research and Development; Phase 1, Analysis and Implications. Final Report.

Georgia Univ., Athens.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0402

Pub Date 31 Jan 70

Grant—OEG-4-9-200402-0046-010

Note—347p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Curriculum, *Curriculum Development, Curriculum Research, *Disadvantaged Youth, *Projects, Research Projects, Research Reviews (Publications), *Slow Learners, *Social Studies, Teacher Education, Teaching Methods

Identifiers—*New Social Studies

This study aimed generally to survey and interpret, for social studies supervisors and curriculum directors, the findings of significant research and development during the last decade that bear on: 1) what and how social studies are taught to disadvantaged students; and, 2) social studies content concerning disadvantaged or deprived groups in American society. Particularly pertinent to the study was the close relationship with social studies for slow learners. Some 400 projects were identified through inquiries, published reports, and bibliographies. Of these, 120 projects were reviewed, 65 projects findings were abstracted and interpreted, and 15 were visited. Some of the major findings of the 65 were: 1) subject matter is appropriate when it is specific in nature and dealt with through the real-people approach; 2) successful content includes elements of law,

political science, culture, and social issues; 3) recurrent ethnic study in several grades is effective; 4) either inductive or deductive methods can be used successfully; 5) multimedia approaches facilitate more learning; 6) some decision-making simulation games have been successful; 7) racially mixed classes promote greater knowledge and higher self concept; 8) there is some indication that teacher attitudes influence their success; and, 9) participation of teachers in curriculum development is favorably regarded. Some 170 pages of abstracts and references are appended; ED 037 588 is a related document. (Author/SBE)

ED 049 957 SO 000 645
Carswell, Ronald J. B. Kurfman, Dana G.

Differential Effects of Self-Contained Teacher Education Kits on Pre- and In-Service Social Studies Teachers.

Pub Date Feb 71

Note—19p.; Paper presented at the Annual Convention, American Educational Research Association, New York, New York, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation Techniques, *Geography Instruction, Inductive Methods, *Inquiry Training, Inservice Teacher Education, Multimedia Instruction, Preservice Education, *Protocol Materials, Simulation, *Social Studies, Teacher Attitudes, *Teacher Education, Teaching Methods, Teaching Techniques

Identifiers—Basic Attitudes Toward Social Studies, BASS, *High School Geography Project, HSGP

Three five-hour kits of self-contained materials: Using Simulation to Involve Students, Using Media to Stimulate Inquiry, and Using Evaluation to Improve Instruction, were field tested in sixty-four pre-service and in-service training programs. The kits were based on successful teaching strategies in the High School Geography Project course, Geography in an Urban Age; included participation in an activity, analysis of it, and application of the analysis to other teaching situations; and contained an instructor's guide, participant manual, and supporting media such as slides, maps, and video-tape. Statistical comparisons of four groups of sixteen programs were made, one of which was a control group. Questionnaires revealed a high degree of favorable response from both the 1,400 participants and the 64 instructors while the Basic Attitudes toward Social Studies (BASS) instrument showed fewer conclusive differences between the treatment and control groups. (NH)

ED 049 958 SO 000 779
Nakosteen, Mehdi
Conflicting Educational Ideals in America, 1775-1831: Documentary Source Book.

Colorado Univ., Boulder. School of Education.

Pub Date 71

Note—480p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Annotated Bibliographies, Cultural Factors, *Educational History, Educational Legislation, *Educational Practice, Educational Problems, *Educational Theories, Historical Reviews, Resource Materials, Social Factors, *United States History

Identifiers—*Documentary History

Educational thought among political, religious, educational, and other social leaders during the formative decades of American national life was the focus of the author's research. The initial objective was the discovery of primary materials from the period to fill a gap in the history of American educational thought and practice. Extensive searching of unpublished and uncatalogued library holdings, mainly those of major public and university libraries, yielded a significant quantity of primary documents for this bibliography. The historical and contemporary works, comprising approximately 4,500 primary and secondary educational resources with some surveying the cultural setting of educational thinking in this period, are organized around 26 topics and 109 subtopics with cross-references. Among the educational issues covered by the cited materials are: public vs. private; coed vs. separate; academic freedom, teacher education; teaching and learning theory; and, equality of educational opportunity. In addition to historical surveys and other secondary materials, primary documents include: government documents,

books, journals, newspapers, and speeches.
(Author/DJB)

ED 049 959 SO 000 807

Negro History and Culture.

Dade County Board of Public Instruction, Miami, Fla.

Report No—BULL-9-K

Pub Date 69

Note—363p.; 1969-70 Edition

Available from—Dade County Public Schools, Textbook Department, 2210 S. W. Third Street, Miami, Florida 33135 (\$4.50)

Document Not Available from EDRS.

Descriptors—*African American Studies, Behavioral Objectives, Curriculum Guides, Discussion (Teaching Technique), Elective Subjects, Human Relations Units, *Inquiry Training, Integrated Curriculum, Intergroup Education, Learning Activities, Negro Culture, *Negro History, Problem Solving, Resource Guides, Secondary Grades, *Social Studies Units, *United States History
Identifiers—*Florida

This experimental curriculum guide is intended as an instructional resource for those secondary school social studies teachers who are either conducting the Negro History and Culture course or working to integrate existing curriculum in other social studies disciplines. The instruction units are specifically designed for two purposes: 1) to support a one-semester, half-credit elective course; 2) to provide instructional material to develop a greater awareness of the contributions of the Negro people in the United States in order to comprehend the nature of the American society today. There are six units: Race and Culture, African Heritage, The Legacy of Slavery, Striving for Freedom, 20th Century Struggle for Civil and Human Rights, and The Negro Movement: Freedom Now. Each unit has a consistent organization: 1) instructional intent; 2) synopsis of material; 3) outline of important concepts; 4) review of content with additional sources of information for the teacher; 5) a worksheet, in chart form, containing teaching strategy, encompassing aims, goals, and methodology as a foundation for additional planning or learning activities, inquiry and problem solving experiences, and student assessment in terms of the behavioral objectives; and, 6) listing of vocabulary words, teacher reference books and materials, and multimedia instructional materials. (Author/SBE)

ED 049 960 SO 000 849

Ervin, Sharon B.

Everyman's Guide: An ERIC Search System for Social Studies Teachers, Consultants, and Librarians.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Report No—REFS-2

Pub Date Apr 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Education, *Information Retrieval, *Information Utilization, *Search Strategies, *Social Studies

Identifiers—*Educational Resources Information Center, ERIC

This book illustrates a five phase technique for searching any of the abstract publications of the Educational Resources Information Center (ERIC), in particular Research in Education (RIE) and the Current Index to Journals in Education (CIJE). It is a self-instruction tool that can be used by "Everyman" who has a problem or information need within the realm of education, and who wishes to learn to maximize his literature searching effort through some shortcuts that simulate a computer search system. The five phases are: 1) formulating the problem statement; 2) using the ERIC Thesaurus or authority list of index terms; 3) searching the subject indexes; 4) reviewing the document resumes which contain bibliographic information, index terms, an abstract, and ordering information; and, 5) directions on where to find the ERIC Documents or how to order them. Subscription information for the monthly issues of RIE, CIJE, the annual cumulations, and the microfiche collection of documents is included, along with a list of other guides to using ERIC. (Author)

ED 049 961

SO 000 918

The Certificate of Secondary Education: The Place of the Personal Topic: History.

Schools Council, London (England).

Report No—EXAM-BULL-18

Pub Date 68

Note—57p.; A report of the Curriculum Study Group of the South-East Regional Examinations Board and the Historical Association, England

Available from—British Information Services, Sales Section, 845 Third Avenue, New York, New York 10022 (\$5.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement Tests, *Curriculum Evaluation, Essay Tests, *History, Secondary Grades, Social Studies, *Standardized Tests, Student Certification, Student Evaluation, *Student Testing, Test Construction, Testing Programs
Identifiers—England

As the result of the installation of the Certificate of Secondary Education, some method was needed for examining the student in history, one of the subjects constituting the work for the certificate. This report is the result of a study to define and outline what a part of the larger history exam should be, the individual term paper or "Personal Topic" as labeled in England. In the course of study such questions were asked as: 1) what is the role of the Personal Topic in the history curriculum; 2) can the Personal Topic be used to measure interest, curiosity, insight, analytical skills, and comprehension of historical concepts; and, 3) does the preparation of the Personal Topic prepare the student for the Certificate of Secondary Education examination? After a series of interviews with teachers, administration of tests to students, and tabulation of student ratings of the Personal Topics Papers, the study committee concluded with 13 separate recommendations which all generally supported the use of the Personal Topic as an effective learning device in history. In addition, SO 000 825 and SO 000 919 are related booklets. (CWB)

ED 049 962

SO 000 919

The Certificate of Secondary Education: Experimental Examinations: Geography.

Schools Council, London (England).

Report No—EXAM-BULL-14

Pub Date 66

Note—78p.

Available from—British Information Services, Sales Section, 845 Third Avenue, New York, New York 10022 (\$6.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Achievement Tests, *Curriculum Evaluation, Essay Tests, *Geography, Objective Tests, Secondary Grades, Social Studies, *Standardized Tests, Student Certification, Student Evaluation, Student Research, *Student Testing, Test Construction, Testing Programs
Identifiers—England

This bulletin describes a trial examination for the geography curriculum as specified by the Certificate of Secondary Education. The total examination is composed of a 2 hour objective examination to test factual knowledge learned in the geography courses. A second part of the total examination consisted of: 1) a paper by the student on some specific aspect of geography covered by the course; 2) an essay assigned by the teacher; and, 3) a piece of field work. The examination was tested on students in 23 schools in England. Some statistical analysis was performed on the examination results to learn whether the form and procedures used were in fact measuring skills and knowledges in geography. Sample questions from the exam are included in the appendix. In addition, SO 000 825 and SO 000 918 are related booklets. (CWB)

ED 049 963

SO 000 939

Man: A Course of Study Teacher Training and Dissemination Project. Final Report.

Central Connecticut State Coll., New Britain. Regional Center for the Improvement of Instruction in Elementary Social Studies.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 1 Nov 70

Note—141p.

Available from—Dennen Reiley, Central Connecticut State College, New Britain, Connecticut 06050 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Consultants, *Diffusion, Elementary Grades, Information Dissemination, Inservice Teacher Education, *Institutes (Training Programs), *Instructional Innovation, Methods Courses, *Preservice Education, Program Evaluation, Projects, Regional Programs, Reports, *Social Studies, Summer Institutes, Teacher Education, Teacher Workshops

Identifiers—*Curriculum Implementation, MACOS, Man (A Course of Study)

The purpose of the Regional Center's 15 month project was to strengthen the professional training of teachers, improve elementary social studies instruction, provide for the successful implementation of new social studies curricula (Man: A Course of Study), and to create a setting for research in problems of teacher training and curriculum innovation. This report is divided into six sections: 1) Teacher Training, both inservice and preservice, the former consisting of two summer workshops for teachers who would be teaching the new curriculum and training colleagues to do so; 2) consultation, covering the project's efforts to help implement the curriculum in Northeastern school districts; 3) Dissemination, discussing publicity of the center's activities and information about the curriculum; 4) Evaluation; 5) Personal observations; and, 6) Appendices, which include institute brochures, samples of correspondence, institute schedules and lists of participants and leaders, and letters of support. (Author/DJB)

ED 049 964

SO 000 951

Youth and Community Work in the 1970s. Proposals by the Youth Service Development Council.

Department of Education and Science, London (England).

Pub Date 69

Note—185p.

Available from—British Information Services, Sales Office, 845 Third Avenue, New York, New York 10022 (\$2.00)

Document Not Available from EDRS.

Descriptors—Adult Education, Adult Vocational Education, Cocurricular Activities, Community Development, Community Education, *Community Service Programs, *Comparative Education, Educational Administration, Educational Planning, National Programs, *School Community Programs, Social Work, Teenagers, Vocational Education, *Young Adults, Youth Employment, Youth Problems, *Youth Programs

Identifiers—Albemarle Report, *England, Wales, Youth Service Development Council

This report represents the deliberation of two subcommittees of the Youth Service Development Council in England and Wales, and brings up to date the work of the earlier Albemarle Committee. An introductory section reviews the work of this Committee, that 9 years ago gave a chart for action to make the Youth Service a more significant part of the educational structure. Other chapters take a look at the present Youth Service, and examine its relationship with: 1) the changing social scene; 2) recent developments in schools and further education; 3) various age groups; 4) a contemporary philosophy of youth; and, 5) new approaches, techniques, and activities in youth work. Summary and Recommendations for Action outline a plan for a Youth and Community Service for the 70's, which the authors believe reflects the current pattern of young people's lives. Appendix 1 comprises a record of Evidence Received and Places Visited. Appendices 2 and 3 provide statistical information on LEA Youth Work Activity in 1967/8, and Youth Service Involvement of Young People in England and Wales. The Use of School Premises and Equipment by the Community comprises Appendix 4. (JLB)

ED 049 965

SO 000 972

Weinstein, Gerald, Ed. Fantini, Mario D., Ed. Toward Humanistic Education: A Curriculum of Affect.

Ford Foundation, New York, N.Y.

Pub Date 70

Note—230p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, New York 10003 (\$7.00)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Affective Behavior, Affective Objectives, *Behavioral Objectives, Classroom Games, Cognitive Objectives, Curriculum Development, Diagnostic Teaching, *Educational Strategies, Elementary Grades, Humanism, *Learning Motivation, Models, Relevance (Education), Self Concept, Sequential Programs, Student Attitudes, *Teaching Models, Teaching Procedures, Values

Identifiers—*Elementary School Teaching Project, ESTP

Professionals as well as parents will find here an argument and model for implementing humanistic education in public schools at all levels. Stemming from the Elementary School Teaching Project by the Ford Foundation which found that the student's feelings influence his ability to learn, this book attempts to develop a model which will utilize the student's affective concerns to motivate him to learning in a cognitive way. The model directs the reader's attention first to the workings of attitudes and values and then to practical instructional procedures which aid the teacher in diagnosing the student's interest and in teaching traditional materials on such a basis. A concluding section anticipates some arguments which might be made against humanistic education and attempts to answer the arguments. (CWB)

ED 049 966 SO 000 992

Coleman, James S.
Academic Games and Learning.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Games, Elementary Grades, Goal Orientation, Kindergarten, *Learning Motivation, Learning Processes, Secondary Grades, *Simulation, *Socialization, *Social Studies, Teaching Techniques

Identifiers—*Johns Hopkins Academic Games Project

The aim of this paper is to give some insight into what academic simulation games are, what their goals are, how they accomplish these goals, and how they differ from other ways of teaching and learning. A game is a way of partitioning off a portion of action from the complex stream of life activities. It partitions off a set of players and allowable actions, a segment of time, and establishes a framework within which the action takes place. The game can even be described as a minute social system, and is therefore an important part of the socialization of children. The kind of learning that can go on in a game, is complimentary to, and prior to, the kind of learning that occurs in the standard information transmission model of school learning. Learning in a game is the development of affect toward a new goal; and the transmission of knowledge that occurs in an ordinary classroom is a way of facilitating action toward that goal. The game provides the structure which Jerome Bruner argues is so important to retention and usability of information. In the social studies, a game provides such a structure for action with the most direct impact upon children described as unmotivated. One of the games developed by the Johns Hopkins Games Project gives some idea of what such games are and do. (Author/SBE)

ED 049 967 SO 001 003

The Conceptual Social Studies Project. Evaluation Report.

North Carolina State Board of Education,
Raleigh. Dept. of Public Instruction.

Pub Date 24 Nov 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Teaching, Curriculum Development, *Curriculum Evaluation, Elementary Grades, Field Studies, Inquiry Training, *Inservice Teacher Education, Kindergarten, Primary Grades, Program Evaluation, Projects, *Resource Units, Social Studies, *Social Studies Units, Teacher Developed Materials

Identifiers—North Carolina

The project was developed in the fall of 1969 to field test and evaluate prototype social studies units for kindergarten, and grades one, two, and three. The units focused on major concepts drawn from the social sciences, expanding horizontal organization of content, shifting from a basal textbook to a series of supplementary materials, and using an inquiry-oriented approach to knowledge. It was assumed that teacher-developed materials would prove more meaning-

ful for pupils than commercial materials. The major purpose of the project was to see if these units could be effectively used by a sample of North Carolina teachers. They hoped to use the systematic feedback from forty teachers in ten schools and three kindergartens to increase the effectiveness of the units, and to assess the support the teachers might expect to find in most schools with regard to supplementary materials. Two-day conferences served the teacher orientation information gathering functions; three questionnaires were administered on teacher attitudes, current school status, and the effectiveness of conference-type inservice training. After the conference series, the sample units were taught for seven weeks. Next, a final questionnaire was administered to measure school personnel attitudes and teacher assessment of the units, and a summative conference was called. The success of the units, the training, and the project as a whole was borne out. (Author/SBE)

ED 049 968 SO 001 004

Layng, Anthony

Anthropology and the Teaching of Afro-American Studies.

Pub Date 3 Apr 71

Note—18p.; Paper presented at the Annual Conference, Southern Anthropological Society, Dallas, Texas, April 3, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Anthropology, Black Community, Course Objectives, *Cross Cultural Studies, Curriculum Development, *Ethnology, Higher Education, *Negro Culture, Negro History

Courses on New World Negro societies and communities are, of course, just as valuable in illustrating anthropological concepts as are area courses surveying North American Indians, but anthropology departments have been reluctant to introduce these courses. Afro-American studies could be a valuable extension of anthropology offerings by: 1) helping to avoid the bias against studying societies which are culturally close to home; 2) encouraging the recently developed interest in urban anthropology; 3) affording an opportunity for meaningful field work experience in nearby ethnic communities; and, 4) providing an opportunity to study a culturally similar community so that we learn more about ourselves as anthropologists. Anthropology could contribute significantly to the students' understanding of Afro-American studies as well. Perhaps the most valuable contribution is its cross-cultural perspective. Another would be a more sophisticated understanding of the concept of culture, so that a better definition of "black culture" could emerge. An Afro-American anthropology course which doesn't pander to emotional political needs can result in giving black students a sense of pride in their race, and also enable white students to recognize the prevalence of institutionalized racism in this country. Both blacks and whites have a role in teaching Afro-American anthropology. (Author/JLB)

ED 049 969 SO 001 013

Meyer, John W.

The Charter: Conditions of Diffuse Socialization in Schools.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Pub Date 69

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Beliefs, Changing Attitudes, Colleges, Educational Sociology, Moral Values, Research Needs, *Social Factors, *Socialization, Social Status, Social Values, Socioeconomic Status, *Student Attitudes, *Student College Relationship, Student Motivation, Universities, *Values

The effects of a school on diffuse attributes of students such as their values are seen as produced by the wider social definition of the products of the school—here called its "charter". Schools or systems of schools which are chartered to confer major status gains and entry into diffusely-defined elites are seen as more likely to have broad effects on their students. Organizational conditions, however, may mediate this overall effect of the relationship between a school and its surrounding social environment. (Author)

ED 049 970

Bridgford, Clay

Teaching About Minorities: An Annotated Bibliography on Blacks, Chicanos, and Indians.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 71

Note—18p.; Prepared for a conference on Teaching About Minorities, Rocky Mountain Social Studies Council, Denver, Colorado, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *American Indian Culture, Annotated Bibliographies, Audiovisual Aids, *Ethnic Studies, Ethnology, Folklore Books, *Mexican Americans, Minority Groups, Resource Guides, *Social Studies

This annotated bibliography was prepared for the kindergarten through ninth grade social studies teacher and student for the purpose of ethnic studies. Although some of the references are to works of fiction and poetry, most of the entries are intended to give the teacher and the student a background in the heritage of the appropriate group, teaching methods, or both. Several of the entries are bibliographies themselves in order to give the reader avenues to other works. Both print and non-print materials are included along with a few copyrighted works. However, most are materials of limited circulation such as curriculum guides, position papers, and conference proceedings. (CWB)

ED 049 971 SO 001 020

Study Materials for Economic Education in the Schools. Reports of Materials Evaluation Committees to the Joint Council on Economic Education.

Joint Council on Economic Education, New York, N.Y.

Pub Date May 69

Note—73p.

Available from—Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Audiovisual Aids, Banking, Classroom Materials, Consumer Economics, Credit (Finance), Economic Change, *Economic Education, Economic Progress, *Economics, Government Role, Resource Guides, Rural Economics, Secondary Grades, *Social Studies, *Supplementary Reading Materials

Identifiers—*International Trade

The Materials Evaluation Committee of the Joint Council reviewed both print and non-print supplementary student materials for economics in order to make this selected list of those materials thought to be suitable according to: 1) whether the materials are genuinely concerned with economic matters; 2) whether they are analytical in nature; and, 3) whether they are appropriate for secondary school student use. They are grouped into six categories or sub-fields of economics: 1) general nature of economics; 2) markets, prices, and resource allocation; 3) income determination, stabilization, and growth; 4) role of government and economic institutions; 5) international economics: trade, finance, and underdeveloped nations; and, 6) comparative economic systems, and economic history. Each citation in the bibliography has a brief annotation providing a description and the appropriate grade level of intended usage. (CWB)

ED 049 972 SO 001 031

Geography. Senior Division.

Ontario Dept. of Education, Toronto.

Pub Date 68

Note—45p.; English and French Editions

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Curriculum Guides, Deductive Methods, Environmental Education, Geographic Concepts, Geography, Grade 11, Grade 12, Inductive Methods, Information Utilization, *Inquiry Training, Integrated Curriculum, Map Skills, Research Skills, Secondary Grades, *Social Studies Units, *Student Research, *World Geography, World Problems

Identifiers—*Canada

An integrated secondary curriculum is outlined in this particular guide for Canadian schools. The grade 11 World Geography course is intended to help students place geographic concepts developed in the first ten years of school into a systematic framework. Here conservation of all resources is an important topic: water resources and pollution, urban and industrial pollution, and the study of soil resources and their loss. The primary goals are: student mental development, the acquisition of information utilization skills, and understanding of the basic framework of research. Teaching techniques should encourage deductive and inductive thinking, in discovery, in sorting, classifying data, and organizing information, and in presenting ideas in graphic and cartographic form. The grade 12 World Geography course supplements this with regional geography or study. The purpose here is to provide the student with in depth knowledge of several areas of the world, and understanding of the research methods. The student should approach maps and data with the view of analysing economic and social problems, tracing the origins and trends of current conditions. In grade 13, the students' research skills are developed further through the study of Canada's geographic problems: physical, economic, political, social, and urban. The students should be able to make an intensive analysis of these factors through individual research, local and regional field and laboratory work. (SBE)

ED 049 973 24 SO 001 067

Schneider, Joachim R. And Others
Analysis and Dissemination of Completed Social Science Research Reports and Materials Resulting from Regional Program Efforts. Final Report.

Illinois Univ., Urbana.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-E-161

Pub Date Jan 71

Grant—OEG-5-70-0050-509

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Research, Curriculum Research, *Educational Research, *Federal Aid, Federal Programs, Grants, Information Dissemination, Regional Programs, Reports, *Research Projects, Research Reviews (Publications), *Social Sciences, *Social Studies
Identifiers—ERIC, *Small Grant Research Program

The central focus of this study was an analysis of social science research that had been supported by the U. S. Office of Education's Small Grant Research Program (SGRP). Background information was provided on the objectives and procedures of the SGRP. Information was provided on some 25 social science projects that had received support through the regional Offices of Education. In addition to summary accounts of the individual projects, a matrix was provided to identify the level (elementary, secondary, higher education, all-general), the focus (research, training, curriculum, all-general), and the research area (anthropology, archaeology, economics, American history, world history, humanities, political science, social studies, sociology, psychology). The status, trends, and needs in social studies research were noted in the activities of specialized projects and through interviews with eminent scholars in the field. It was suggested that research efforts be expanded, a greater effort be made for effective dissemination in the social studies area, and that all agencies and professionals develop a new spirit of cooperation to better delineate the problems and avenues for solution in the complex arena of social sciences. A continuing need will be that of keeping the practitioner adequately informed as to the developments in the field. (Author)

ED 049 974 SO 001 068

Mitchell, Douglas A., Ed.

Teaching of Psychology Newsletter.

American Psychological Association, Washington, D.C.

Pub Date Dec 70

Note—12p.

Available from—Wilbert S. Ray, Secretary-Treasurer, A.P.A. Division Two, Bethany College, Bethany, West Virginia 26032 (\$1.00)

Document Not Available from EDRS.

Descriptors—*Educational Trends, Higher Education, *Newsletters, Professional Associations, *Psychology, Secondary Education, *Social Sciences, Teaching Methods

Produced by and for members of Division Two, American Psychological Association, this newsletter regularly contains: 1) reports on division meetings; 2) activities of its committees, such as those on pre-college psychology, adult education, course outlines, psychology in professional schools; 3) articles and studies; and, 4) reports on studies and concerns of readers. Free subscriptions are only available to full-time graduate students in psychology. For affiliates and others future issues of this newsletter are available by subscription. (DJB)

ED 049 975 SO 001 074

Instructional Program for Student Registration, Voting and Participation in Election Activities.

New York City Board of Education, Brooklyn. Bureau of Social Studies.

Pub Date 71

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Citizenship, Citizenship Responsibility, *Civics, Elections, Grade 12, Inquiry Training, Political Issues, Political Science, Political Socialization, Public Affairs Education, *Resource Guides, Social Studies, Teaching Guides, *Voter Registration, *Voting

Identifiers—*Eighteen Year Old Vote, New York
Recommended procedures and essential facts for a planned student registration campaign in New York City Schools, as well as suggested teaching strategies and instructional aids supporting a broad-based senior year preparation for the 18-year-old franchise comprise this document. The suggested teaching strategies involve large and small group activities, independent study, and use of varied media. Questions for discussion and study include, among others: 1) How much difference will voting by 18-year-olds make? What changes will they want in government; 2) What does a vote mean in our elective process; and, 3) When the Supreme Court ruled on the right of 18-year-olds to vote, they also ruled that persons who did not know how to read and write could vote — if any, what limits should be set for the right to vote? Also outlined are key concepts and terms, major understandings, and further questions for inquiry and discovery. Reading selections on the subject of political parties, and copies of recent newspaper articles concerning the 18-year-old vote are included for discussion. The list of suggested references consists of books, articles, films, filmstrips, and tapes. A list of local institutional sources of information and their addresses concludes the document. (JLB)

ED 049 976 SO 001 075

Bock, John C.

Educational and Social Integration: A Case Study of Institutional Effect on Malaysia.

American Educational Research Association, Washington, D.C.

Pub Date 7 Feb 71

Note—41p.; Paper prepared for the Annual Convention, American Educational Research Association, New York, New York, February 4-7, 1971

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 970 Aurora, Boulder, Colorado 80302 (For Loan Only)

Document Not Available from EDRS.

Descriptors—Area Studies, *Behavioral Science Research, Change Agents, Comparative Education, Culture Conflict, *Educational Sociology, Non Western Civilization, School Role, Secondary Schools, Social Attitudes, *Social Change, *Social Exchange Theory, Social Integration, *Socialization, Social Mobility, Social Systems, Social Values, Student Alienation

Identifiers—*Malaysia

The study's objective was to examine the interrelationships of education and other social institutions of Malaysia's transitional society to understand those conditions which facilitate, or impede, the formal educational institutions' effectiveness as an agent of directed social change, especially regarding national integration and shared identity. A chief concern was the relationship between the educational system's assigned functions of socialization and mobility management. The paper is based principally on a study of the "institutional effect" of the secondary schools on the students' diffuse values, concen-

trating on the institutional features lying largely outside of the school's own sphere of control and which constitute its relationship with the larger socio-cultural system. Sections of the paper are: 1) The Schools as Institutions of Social Exchange; 2) Societal Constraints Upon the Exchange Value of the Educational System; 3) Malaysia as the Research Setting; 4) The Research Design, Data, and Analysis; 5) The Civic Attitudes of Malaysian Secondary School Students; 6) Testing for Antecedent Causation; 7) Communal/National Student Identification; 8) Alienation and Ethnic Distrust; 9) The Influence of Institutional Characteristics; and, 10) Mobility, Inconsistency, and Alienation. One conclusion is that national integration is impeded by the view that the schools are not an effective exchange system. (Author/DJB)

ED 049 977 SO 001 084

Senn, Peter R.

Social Science and its Methods.

Pub Date 71

Note—362p.

Available from—Holbrook Press, Inc., 470 Atlantic Avenue, Boston, Massachusetts (\$3.95)

Document Not Available from EDRS.

Descriptors—Anthropology, City Planning, Economics, Educational Objectives, Educational Practice, Fundamental Concepts, Game Theory, Geography, History, *Intellectual Disciplines, Political Science, Psychology, *Public Policy, Reference Books, *Scientific Methodology, *Social Planning, *Social Sciences, Social Studies, Social Work, Sociology

Identifiers—*Structure of Knowledge

As an introduction to social science and its methods, this book is useful to the student, teacher, professional social scientist, and general reader. Part 1 introduces the system of scientific inquiry and shows how social science fits into that system. The structure of scientific beliefs, the disciplines of social science, and the relationships of values to social science are some of the topics discussed. In part 2, some of the widely used social science methods are described in the context of each of the major disciplines. Part 3 discusses specific uses of social science (in social work, planning and education), particularly in regard to scientific problems of prediction and control. Part 4 is devoted to placing social science into a humanistic frame of reference. Appendix A, How to Find It in the Social Sciences, is a cross-tabulated listing of reference sources, most of which are annotated. A Working Definition of Behavioral Science comprises Appendix B. (Author/JLB)

ED 049 978 SO 001 085

Bennett, D. M. And Others

Teaching About Society: Problems and Possibilities.

Pub Date 70

Note—464p.

Available from—Rigby Limited, Adelaide, Australia (\$7.00)

Document Not Available from EDRS.

Descriptors—Anthropology, Civics, Community Resources, *Curriculum Development, Economics, Fundamental Concepts, Geography, History, Integrated Curriculum, Mass Media, Political Science, Projects, Secondary Grades, *Social Problems, *Social Sciences, *Social Studies, Sociology, *Teaching Methods, Teaching Models

Identifiers—Australia, *Structure of Knowledge

This book is directed at professional educators in the Australian public schools with the specific objective of the modernization of instruction in the social studies. The rationale is that too little attention has been devoted to teaching about man's social world while teaching about the physical environment has been the subject of much improvement. Accordingly, some models are given which could be used for improvement. Six specific social science disciplines are outlined along with a method for integrating the study of contemporary social problems into the work of the classroom. A final chapter discusses the prospects for changing the curriculum along the lines of the stated rationale. In addition, an appendix lists approximately sixty curriculum development projects in the United States as well as several in other parts of the world. (CWB)

ED 049 979 SO 001 087

Lester, G. Sydney

Redefining the Social Studies Curriculum.

Pub Date 69

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, *Curriculum Design, *Definitions, Educational Objectives, *Social Studies

Identifiers—*Marin Social Studies Project

The author makes several prefatory observations on the hodgepodge nature of current social studies programs, and the lack of a functional (as opposed to descriptive) statement of the means and ends of social studies education. The following functional definition, developed by the staff of the Marin Social Studies Project, is offered: The social studies is that portion of the general education curriculum the purpose of which is to make students more rational with regard to human behavior and social interaction. In dissecting the individual parts of this statement, the author interprets the criterion of rationality and its value as a guide for content selection; explains the inclusion of the terms "social interaction" and "general education", and points up the utility of this definition for teachers and curriculum designers in making decisions about what they do. A rationale for this definition, based on the needs of students, is presented, and the implications of the definition for the development of an improved K-12 curriculum are briefly dealt with. (JLB)

ED 049 980

SO 001 089

Seferian, Albert Cole, Henry P.

Encounters in Thinking: A Compendium of Curricula for Process Education.

Eastern Regional Inst. for Education, Syracuse, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OP-6

Pub Date 70

Note—58p.

Available from—The Creative Education Foundation, Inc., Buffalo State University College, 1300 Elwood Avenue, Bishop Hall, Buffalo, New York 14222 (\$1.25)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Creative Thinking, *Creativity, Critical Thinking, *Curriculum Evaluation, Curriculum Research, Inquiry Training, Models, *Problem Solving, *Projects, Science Projects, *Social Studies

Identifiers—*Process Education

The authors have defined process education as the systematic...cultivation of those generalizable and adaptive behaviors which underlie all creative activity and which the learner engages in to acquire, organize, and utilize information and experience for effective problem solving and productive living. The curricula listed in this document are representative of those identified as having potential for process education, according to stated criteria. The first section of the document contains short summaries of several curricula selected. Section two is an annotated listing of additional curricula not yet subjected to the careful study that has gone into programs listed in the other two sections. The more detailed description of curricula in section three have actually been installed in multiple school settings under ERIE supervision. An additional purpose of this last section is to provide a model for use in the study of any curriculum. Sample curricula include, among many others: The Intergroup Relations Curriculum; Science Curriculum Improvement Study (SCIS); Man: A Course of Study (MACOS); Project BEACON; MATCH Project; Tabo Social Studies Curriculum; Thinking Box; National Environmental Education Development (NEED); and, Primary Education Project (PEP). (JLB)

ED 049 981

SO 001 094

Area Studies of the Non-West: A Curriculum Guide. Grade Seven.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 69

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Curriculum Guides, Educational Objectives, Elementary Grades, Grade 7, *Non Western Civilization, *Social Studies Units, *State Curriculum Guides

Identifiers—Africa, Asia, Middle East, Soviet Union

The purpose of the course is to examine certain areas of the world with an emphasis on the

geographic aspects and their relationships to the development of man's political, social, and economic institutions. This guide is designed to be useful to teachers as they outline courses and daily lesson plans. No attempt has been made to plan in detail for a teacher, however, content outlines are thorough. An effort has been made to acquaint the teacher with the use of generalizations as an aid to teaching pupils to think illustrating how he can formulate them. Reflective questions, like the generalizations, are offered only as suggestions for student evaluation. Any textbook can be used with the units: 1) The Soviet Realm: USSR; 2) South Asia: India; 3) East Asia: China and Japan; 4) Southeast Asia: Indonesia; 5) The Middle East: Egypt (United Arab Republic); and, 6) Sub-Saharan Africa: The Congo (Leopoldville). Introductory sections of the guide discuss its use, an orientation for the social studies, use of generalizations, academic freedom, goals and learning theory. (Author/DJB)

ED 049 982

SO 001 109

Wolk, Donald J., Ed.

Drugs and Youth. Teaching Social Studies in an Age of Crisis, No. 1.

National Council for the Social Studies, Washington, D.C.

Pub Date 71

Note—104p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Drug Abuse, *Drug Addiction, *Drug Legislation, Grade 10, Grade 11, Grade 12, *Health Education, Instructional Films, Resource Guides, Resource Materials, Secondary Grades, *Social Studies, Social Studies Units

Identifiers—*Drug Education

This pamphlet was written for social studies teachers to inform and stimulate the creative programming of drug education. Chapters written by the editor were: 1) Why drugs?; 2) The Drugs of Concern; 3) Excessive Drug Use: Signs, Symptoms, and Family-Related Factors; and, 4) Four Rules for Teaching about Drugs. Other authors and chapter titles are: 1) Drugs in the High School: A Student Research Report, by James Velleman and Theodore Lawrence; 2) Social and Political Aspects of Drug Use, by George R. Edison; 3) Socio-Legal Policies on Drugs, by William H. McGlothlin and Louis J. West; 4) Drug Education in Grades Ten, Eleven, and Twelve, by Sandra K. Florstedt. The appendix includes: a chart listing drugs, medical uses, symptoms; a drug glossary; a selected annotated bibliography; a discussion and listing of drug films; and, examples of drug education curricula. (VLW)

ED 049 983

SO 001 137

Bailey, Stephen K.

The City as Classroom.

Pub Date 23 Apr 71

Note—13p.; Speech given at the Annual Convention, New York State Council for the Social Studies, Buffalo, New York, April 23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Problems, *Community Resources, Community Role, *Community Study, Educational Objectives, Educational Resources, Field Experience Programs, Field Instruction, General Education, Relevance (Education), School Community Programs, Socialization, Social Problems, *Social Studies, *Urban Education

Identifiers—*Open Schools

The author gives a rationale for utilizing the city as a place to learn. The city has many problems and although logistics require that we conduct most education in the school building, the author argues for putting out best brains to the task of bringing the city to the classroom and to exploiting the city as a classroom when appropriate. Teaching can no longer be done only by professionals. Others such as para-professionals, businessmen, government officials, doctors, artists, parents, neighbors, cab drivers, policemen, etc. can and should be involved in the teaching process because they can often do the job better than the teacher due to their unique and special talents. By learning from these people the student is preparing himself for a life which is closer to the real situations represented, not by

the classroom teacher, but by the man on the street. (CWB)

ED 049 984

SO 001 150

Kawakami, Toyoo S.

Acronyms in Education and the Behavioral Sciences.

American Library Association, Chicago, Ill.

Pub Date 71

Note—191p.

Available from—American Library Association, 50 Huron Street, Chicago, Illinois 60611 (\$5.75)

Document Not Available from EDRS.

Descriptors—*Abbreviations, *Behavioral Sciences, *Education, Organizations (Groups), *Reference Books, *Social Sciences, Tests

Identifiers—*Acronyms

This alphabetical listing of acronyms in the English language is concerned only with terms common to education and the social sciences. The work is meant to be used as a reference volume to identify the full name of an organization, project, test, or concept represented by the acronym. An index is included which gives the acronym if the name of the organization is known. (CWB)

ED 049 985

SO 001 151

A Critical Guide to Curriculum Units and Audio-Visual Materials on China.

National Committee on United States-China Relations, New York, N.Y.

Pub Date 69

Note—38p.

Available from—National Committee on United States-China Relations, Inc., 777 United Nations Plaza 9B, New York, New York 10017 (\$5.00; Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Area Studies, Audiovisual Aids, *Cross Cultural Studies, Directories, Foreign Countries, *International Education, Non Western Civilization, *Resource Guides, Resource Units, Secondary Grades, *Social Studies Units, World Affairs, World History

Identifiers—Asia, *China

Curriculum units on China have been selected and evaluated in this annotated bibliography for the teacher. Annotations give the author's background, the scope of the work, the teaching approach best utilized with the unit, and an evaluation of the unit. A final criterion used in the annotation is the section which gives the unit's outstanding contribution. A second and third part to the bibliography give listings of films, filmstrips, transparencies, slides, and photographs. A fourth section provides a listing of tapes and records. These audiovisual aids are selected with the idea that the entries would be appropriate supplements to the written works in part I. (CWB)

ED 049 986

SO 001 153

Kefford, Colin W.

Nuffield Foundation 'Resources for Learning' Project. A Multi-Media Programmed Approach to Environmental Studies.

Spons Agency—Nuffield Foundation, Leeds (England).

Pub Date 68

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, Curriculum Research, *Environmental Education, *Field Instruction, Geography Instruction, Junior High Schools, *Multimedia Instruction, *Programmed Units, Projects, Rural Environment, Secondary Grades, Simulation, *Social Studies Units, Transportation, Urban Environment

Identifiers—*England, Resources for Learning Project

This description of a unit for teaching about the environment at the junior high level is an experimental study. The focus of the program is the integration of several media; films and tapes play a large role in the unit. Students perform a combination of classroom work, field work, and simulated exercises; assessment procedures are described. Units developed to date include: traffic, highway codes, railways, farming, roads, and houses. (CWB)

ED 049 987

SO 001 154

An Annotated Guide to Contemporary China.

National Committee on United States-China Relations, New York, N.Y.

Pub Date 71

Note—62p.

Available from—National Committee on United States-China Relations, Inc., 777 United Nations Plaza, 9B, New York, New York 10017 (\$50; Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Area Studies, Asian History, Chinese Culture, *Communism, Economic Factors, *Foreign Relations, Military Science, Non Western Civilization, *Social Studies, Social Systems, World Affairs

Identifiers—*China, Taiwan

Three years after the publication of the first "Annotated Guide to Modern China" this second expanded bibliography of books and periodicals has been published. The intended readership is the non-specialist who desires an introduction to modern China. One section gives other reference works for more extensive study. Several others are devoted to United States and China relations and diplomatic relations with other countries. (CWB)

ED 049 988

SO 001 165

Tenenberg, Morton S.

The Use of a Criterion-Based Performance Test in Revising a Social Studies Curriculum.

Pub Date 70

Note—6p.; Paper presented at the Annual Convention, American Educational Research Association, Minneapolis, Minnesota, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anthropology, *Cognitive Objectives, *Criterion Referenced Tests, *Curriculum Evaluation, Curriculum Research, Evaluation Criteria, Evaluation Methods, Grade 10, Learning Processes, Performance Criteria, *Performance Tests, Research Methodology, Secondary Grades, Sequential Learning, Social Studies

Identifiers—ACSP, *Anthropology Curriculum Study Project, Patterns in Human History

This study, part of a larger effort to assess the effects of the Anthropology Curriculum Study Project course, "Patterns in Human History", was designed to assess the learning dynamics involved in a short lesson sequence from Part I on the concept of social position. Random structured samples of 82 project and 82 control students were selected. The research strategy employed was derived from Gagne's theoretical model of learning in which the attainment of any complex intellectual task depends upon the prior learning of a number of simpler tasks, and involved the following steps: 1) the terminal objective of the sequence was analyzed to identify an hypothesized hierarchy of simpler underlying tasks; 2) the Status Identification Test was constructed which contained one test item for each of the seven most complex underlying tasks, and two items representing the terminal objective of the sequence; 3) post-performance for each task was compared separately for a sample of project and control students; 4) the mean number of social positions identified was compared between samples; and, 5) performance configurations between samples were compared. The absence of significant performance differences on the two measures of the terminal objective indicated that the lesson sequence was unsuccessful. Differences were detected, however, on several of the underlying tasks and recommendations were made from analyses of these differences. (JLB)

ED 049 989

SO 001 167

Joseph, A., Ed. And Others

Indian Educational Material. Annotated Quarterly Bibliography. Volume 5, Number 2.

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No—TT-70-57008-2

Pub Date Jun 70

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Annotated Bibliographies, *Comparative Education, Educational Administration, *Educational Economics, Educational Practice, Educational Problems, Educational Psychology, Educational Research, Educational Strategies, Evaluation Methods, *Foreign Countries, *Public Education, Teacher Education, Teaching Methods, Vocational Education

Identifiers—*India

The Documentation Center has produced this annotated bibliography on education in India. Some of the many topics covered by the 394 Documents are: 1) educational administration and organization, policy and planning, the brain drain; 2) educational history, educational sociology, educational psychology, research; 3) curriculum, courses of study; 4) teaching methods, instructional materials and aids, general educational methods; 5) academic achievement, examination and evaluation, tests and measurement, student selection; 6) guidance and counseling, health care, physical education, literacy, special education, language problem, student discipline; 7) teacher education; and, 8) primary education, secondary education, higher education, adult education, vocational and technical education, women education, labor education. There are empirical studies included, however some are analytical or philosophical in nature. In addition, a special section is devoted to the economics of education. ED 041 683 and ED 043 437 are other documents in this series. (SBE)

ED 049 990

SO 001 168

Saad, Ismail, Ed.

Selected Bibliography and Abstracts of Educational Materials in Pakistan. Volume 4, Number 4.

Office of Education (DHEW), Washington, D.C. Spons Agency—National Science Foundation, Washington, D.C.

Report No—TT-70-59002-4

Pub Date Dec 70

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Annotated Bibliographies, *Comparative Education, Educational Administration, Educational Development, Educational History, Educational Philosophy, Educational Practice, Educational Problems, Educational Strategies, *Foreign Countries, Professional Education, *Public Education, Religious Education, Teacher Education, *Testing, Vocational Education

Identifiers—*Pakistan

This selected list of 121 citations on the public education system of Pakistan is annotated to give the description and appropriate level of each document. Entries are arranged according to 33 major topics: 1) education administration, organization, and finance; 2) educational history, educational philosophy; 3) educational development, objectives, planning, and reforms; 4) curriculum, language teaching, psychology, sociology, science education; 5) teaching methods, media, textbooks; 6) teachers and teacher education; 7) extra-curricular activities, educational problems, students problems, literacy; 8) childhood education, elementary and secondary education, higher education, Islamic education, medical education, professional education, adult education, women education, agricultural education, technical education. In addition, there is a special section on the examination system in Pakistan. Other documents in this series are: ED 031 115, ED 032 820, ED 035 305, ED 035 337, ED 036 801, ED 043 963 and ED 044 807. (SBE)

ED 049 991

SO 001 170

Doberenz, Alexander R., Ed. Taylor, N. Burwell G., Ed.

Population Growth: Family Planning Programs.

Wisconsin Univ., Green Bay Coll. of Human Biology.

Pub Date 8 Jan 71

Note—177p.; Proceedings of the Annual Population Symposium at the Univ. of Wisconsin - Green Bay (2nd, Jan 8-9, 1971)

Available from—College of Human Biology, University of Wisconsin, Green Bay, Wisconsin (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Contraception, *Family Planning, Government Role, International Programs, Legal Problems, Majority Attitudes, Medical Research, Medical Services, Overpopulation, *Population Growth, Population Trends, Social Attitudes, Symposia

Identifiers—Population Awareness Education, Social Control

These proceedings of the second annual symposium on population growth bring together speeches and panel discussions on family planning programs. Titles of speeches delivered are: Communicating Family Planning (Mrs. Jean Hutchinson); Effects of New York's Abortion

Law Change (Dr. Walter Rogers); The Law and Birth Control, Sterilization and Abortion (Mrs. Harriet F. Pilpel); International Postpartum Program for Family Planning (Dr. Frank Shubeck); Consequences of Family Planning for Man's Genetic Future (Dr. James Crow); The Psychology of Family Size Desires (Dr. Edward Pohlman); and, Hospital Based Family Planning Services in an Urban Setting (Dr. Hugh Davis). The two panel discussions focus on a broad spectrum of related issues that were initiated by the audience. Among them are: insurance payments for voluntary sterilization; use of paramedical personnel in family planning services; religious, personal, and social attitudes which inhibit the adoption of family planning practices; legal issues; and promiscuity and venereal disease, etc. A list of books and articles on various aspects of family planning conclude the report. The proceedings of the first annual symposium are reported in SO 001 171. (JLB)

ED 049 992

SO 001 171

Beaton, John R., Ed. Doberenz, Alexander R., Ed.

Population Growth: Crisis and Challenge.

Wisconsin Univ., Green Bay Coll. of Human Biology.

Spons Agency—Lilly (Eli) and Co., Indianapolis, Ind.

Pub Date 9 Jan 70

Note—133p.; Proceedings of the Population Symposium at the Univ. of Wisconsin - Green Bay (1st, Jan 9-10, 1970)

Available from—College of Human Biology, University of Wisconsin, Green Bay, Wisconsin (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Contraception, Family Planning, Government Role, Majority Attitudes, *Overpopulation, Pollution, *Population Growth, Social Attitudes, Symposia

Identifiers—Population Awareness Education, Social Control

The proceedings of this first annual symposium on population growth considers the consequences of this growth, along with possible means of regulation. Topics of speeches include: Population Outlook in Asia (Irene Taeuber); Malnutrition is a Problem of Ecology (Paul Gyorgy); The Leisure Explosion (E. H. Storey); Effects of Pollution on Population Growth (Dean Abrahamson); Fertility Reduction...(Robert McLaughlin); The Role of the Federal Government in Population Research (Jerry Combs, Jr.); and, Pregnancy Detection and Community Outreach (Ronald Pion). Two panel discussions, involving the speakers and audience, concern: the effects of pollution on humans, their quality of life, and the earth; levels of population capable of being sustained, and at what cost; future food supply; voluntary vs. legally prescribed population control, etc. A list of selected references conclude the report. The proceedings of the second annual symposium are reported in SO 001 170. (JLB)

ED 049 993

SO 001 172

BAM Social Studies Supplement: Why Do Nations Engage in World Trade?

Oklahoma City Public School System, Okla.

Pub Date 70

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Concept Teaching, *Economic Education, Economics, Elementary Grades, Fundamental Concepts, Inductive Methods, *International Education, Resource Guides, *Resource Units, *Social Studies Units, Teaching Guides, Ungraded Curriculum

Identifiers—Canada, *International Trade, Latin America, United States

This nongraded resource unit was prepared to give the teacher examples of social studies activities that emphasize economic concepts. It presupposes some knowledge of economics, therefore it is not designed primarily for younger children. The major themes are: producing, distributing, and consuming food, clothing, shelter, and services. Canada, United States, Mexico, Honduras, and Brazil are specifically considered. On the question of world trade, it is assumed that people are interdependent and must help each other in obtaining and providing goods and services. The major question is followed by four subproblems: 1) what evidence of world trade do we find in our homes; 2) what are the productive resources

necessary to provide goods for world trade; 3) how does market determine what products are imported and exported; and, 4) how do governmental policies influence trade among nations? Within each of these problem areas, the format includes: specific questions, related concepts, behavioral objectives, techniques for assessment, and resource materials. For the teachers convenience, alternative or supplementary materials, and two charts are included. (Author/SBE)

ED 049 994 SO 001 173
A Guide for Social Studies. United States History 10.

Mankato Independent School District 77, Minn.
Pub Date 68
Note—456p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Concept Teaching, Critical Thinking, Current Events, Curriculum Guides, *Economic Education, European History, Grade 10, History, Inquiry Training, *International Education, *Labor Unions, Learning Activities, Negro History, Problem Solving, Resource Guides, Secondary Grades, Social Change, Social Studies Units, *United States History, World Affairs

Identifiers—*War

This course of study is a continuation of the sequential United States History program. It incorporates themes, merged with chronology as a method of structure, for the period from 1865 to the present: 1) Economic and Social Forces in American Studies; 2) Reform Movements; 3) The United States in a World Setting; 4) Causes of War; 5) Labor; and an optional unit, 6) The Negro. The foundations of the course are fundamental social concepts with the integration of various aspects of twentieth century western Europe into these themes. These objectives are: 1) improved utilization of the tools of research, critical thinking, and communication; 2) understanding of the geographic influences of peoples' lives and on events; 3) understanding of the concepts of space and time; 4) understanding the importance of trade and communication; 5) understanding of war and national participation in world affairs; 6) understanding how and why governments attempt to promote economic security; 7) understanding efforts in the United States to make our social system more consistent with the beliefs expressed in the Constitution and the Bill of Rights; 8) development of the concept of interdependence, and the impact of ideology. Many of the learning activities listed in this guide are designed to implement the problem-solving method; reading and audiovisual materials are given. (Author/SBE)

ED 049 995 SO 001 192

Cowan, Roger

Selected Bibliography of Yugoslav Educational Materials. Volume 6, Number 3.

Yugoslav Inst. for Educational Research, Belgrade.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-70-56018-3

Pub Date 71

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Comparative Education, Curriculum, *Educational Administration, *Educational Development, *Educational History, Educational Legislation, Educational Methods, *Educational Practice, Elementary Grades, Higher Education, Secondary Grades, Statistics, Teacher Education

Identifiers—Yugoslavia

This 117 item annotated bibliography of documents published in 1970 is divided into these sections: educational history and development; school reform; teacher training and staffing; schools and institutions; curricula and syllabi; audio-visual aids; motivation; polytechnical education; self-education; physical education; problems in education; management and financing; legislation and education in statistics. (M.W.)

ED 049 996 SO 001 193

Grout, Marjorie Rozell, Anthony

Consumer Education: A Senior High Elective Course.

Glens Falls City School District, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 70

Note—60p.

Available from—Glens Falls City School District, 15 Quade Street, Glens Falls, New York 12801 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Resources, *Concept Teaching, *Consumer Economics, Curriculum Guides, *Economic Education, Elective Subjects, Field Instruction, Grade 12, *Inductive Methods, Learning Activities, Mass Media, Multimedia Instruction, *Noncollege Preparatory Students, Resource Guides, Secondary Grades, Social Studies Units

The overall objective of this elective senior course and guide is to lead the non-college-bound student toward the maturity of consumer judgment necessary in the complex economic marketplace of today. The scope and sequence section of this guide lists the eight units and includes basic objectives, and conceptual understandings for each: 1) consumer purchasing; 2) purchasing food, clothing, furniture, and appliances; 3) purchasing and maintaining an automobile; 4) housing; 5) short term consumer credit; 6) budgeting, money management, and investments; 7) security programs; and, 8) fraud, quackery, deception, and consumer law. Each of these units is coordinated with chapters in a textbook, "The Consumer and His Dollars", and uses several teaching techniques: discovery, inquiry, mass media, comparative shopping, discussion, field trips, library and resource utilization, problem solving, role playing, creative dramatics, and community resources. In addition to the many learning activities listed, there are basic vocabulary lists, extensive bibliographies of periodicals, books, texts, filmstrips, including three major references—"The Audiovisual Guide in Economics," the "Paperbound Books in Economics," and "Periodical Guide to Literature." This guide is classified as tentative by the project. (SBE)

ED 049 997

SO 001 207

Helburn, Suzanne Wiggins

Preparing to Teach Economics: Sources and Approaches. Interpretive Series Number 2.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C. Division of Information Resources.

Report No.—IS-2

Pub Date 30 Apr 71

Note—27p.

Available from—Social Science Education Consortium, Inc., 970 Aurora, Boulder, Colorado 80302 (\$1.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Economics, *Decision Making Skills, *Economic Education, Economics, *Fundamental Concepts, Resource Guides, Secondary Grades, *Social Studies, Teaching Guides, Teaching Techniques, Textbooks

Identifiers—*Textbook Oriented Instruction

This is a tip sheet for teachers who ask ERIC/ChESS for help in setting up a high school course in economics. It provides these kinds of help: 1) a brief overview of what economics is; 2) suggestions about how economics fits into the high school curriculum; 3) references to a few books which are particularly good introductions to economics; 4) some suggestions about organizing a textbook-oriented course; 5) a list of agencies to contact for help or for useful student materials; and, 6) a short bibliography of reference and library materials to order. (Author/SBE)

ED 049 998

SO 001 208

Political and Economic Behavior of Man: A Course of Study.

Cooperative Curriculum Service Center, Centerville, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Note—258p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Resources, *Concept Teaching, Curriculum Guides, Discussion (Teaching Technique), *Economic Education, Economics, Field Instruction, Fundamental Concepts, *Inquiry Training, Learning Activities, Low Ability Students, Mass Media, Mul-

timedia Instruction, *Political Science, Resource Guides, Role Playing, Simulation, Slow Learners, Social Studies Units

Identifiers—ESEA Title 3, *New Social Studies

This curriculum guide is designed to assist teachers in using such innovative techniques in the new social studies as concept teaching and inquiry with below average students. It is divided into two non-sequential semesters. Each of eleven units emphasize a single concept, in economics: 1) consumption, consumer purchasing, credit, deception, budget; 2) economic systems; 3) scarcity; 4) distribution; 5) resources; 6) independence; and in political science: 7) government; 8) leadership; 9) decision making; 10) citizenship; and, 11) conflict. The lessons within these units include: 1) several major understandings; 2) supportive content; 3) key questions; and, 4) learning activities. Several techniques are used in the activities: student research, interviewing, field trips, library and resource utilization, chart and map work, guest speakers, role-playing, skits, simulation, discussion and debate, story writing, speech-making, and oral reporting. The multimedia listings include: political cartoons, newspapers and magazines, commercial radio and television, books, case studies, resource people, sociograms, art, games, audiovisual materials, bulletin boards, and scrapbooks. This is classified as one of several "stop-gap curriculums" by the Center with 5 two-week units, 4 three-week units, 4 one-week units, and only 1 four-week unit. (SBE)

ED 049 999

SO 001 210

Problems of the Late Twentieth Century: A Behavioral Sciences Approach.

Cooperative Curriculum Service Center, Centerville, Md.

Pub Date 70

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, *Behavioral Sciences, Concept Teaching, Curriculum Guides, Economics, Grade 12, *Human Relations Units, *Inquiry Training, Interdisciplinary Approach, Learning Activities, Political Science, Problem Solving, Resource Guides, Secondary Grades, *Social Problems, Social Psychology, *Social Studies Units, Sociology

This twelfth grade curriculum guide explores the five behavioral sciences: sociology, social psychology, anthropology, economics, and political science. The overall objectives of the units are: 1) to survey these sciences within a complex society; 2) to realize the importance of individual to the total group; 3) to be aware of the major social forces in our social structure; and, 4) to increase awareness of current problems and issues, and the necessity of solving them. Five basic concepts are utilized throughout: leadership, role of the individual, decision making, philosophy, and institutions. These give structure to the program and promote student understanding of human relationships, and the relationship between man and his environments. Each unit explains the behavioral science to be taught and is divided into lessons containing six parts: objectives, concepts, supporting content, key questions, learning activities, and instructional materials. Active inquiry is emphasized in each unit. The teacher may arrange the units in any sequence as long as continuity is maintained. (SBE)

ED 050 000

48

SO 001 213

Duignan, Peter And Others

Africa South of the Sahara: A Bibliography for Undergraduate Libraries.

National Council of Associations for International Studies, Pittsburgh, Pa.; New York State Education Dept., Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OPUB-12

Bureau No.—BR-5-0931

Pub Date 71

Note—127p.

Available from—Foreign Area Materials Center, 11 West 42nd Street, New York, New York (\$8.95)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—African Culture, African History, *Area Studies, Bibliographies, Higher Education, *Library Collections, Library Materials, *Library Material Selection, *Social Sciences, *Undergraduate Study

Identifiers—*Africa, ESEA Title 4

Library collections are generally ill equipped to effectively support foreign area students. This bibliography, one of a series on "neglected" foreign areas, attempts to provide guidelines for libraries in meeting these resources needs. Selection of entries was made according to the following guidelines: 1) few works in languages other than English; 2) emphasis on books published in the last 25 years, except for classical works; 3) few government documents; and, 4) an attempt to balance source books and secondary works, while covering all disciplines. Arrangement of entries is by broad geographic category, with subsections based on type of publication (bibliography, reference book, journal, general book) and subject area (history and archaeology, philosophy and religion, art and architecture etc.). Each entry is graded as to its degree of necessity for undergraduate collections, from books that should be purchased whether or not any courses on the area are taught, to books necessary for an undergraduate area studies program. References to annotations and reviews are provided for each item. Out-of-print, reprinted, and microform titles are so indicated. Prices have been omitted, as they are subject to change. (JLB)

ED 050 001 SO 001 233
Social Science Education Consortium Newsletter.
Number 10.

Social Science Education Consortium, Inc.,
Boulder, Colo.

Spons Agency—National Science Foundation,
Washington, D.C.

Pub Date May 71

Note—8p.

Available from—Social Science Education Consortium, Social Science Building, 970 Aurora, Boulder, Colorado 80302 (Single Copies, Free; Quantity Orders, \$20)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Classroom Games, *Curriculum Development, *Educational Trends, Elementary Grades, Inservice Teacher Education, Interdisciplinary Approach, *Newsletters, Preservice Education, *Simulation, *Social Studies

Consortium teacher associates interviewed individuals and groups involved in the production of social studies curriculum materials. Three basic trends were hypothesized and tested: 1) a pronounced movement away from materials based on single discipline structures and cognitive content, and toward multi- and cross disciplinary studies with emphasis on modes and processes of inquiry, values, and value conflict; 2) a greater emphasis on teacher training as an integral facet of projects from their inception, rather than during their dissemination phase; and, 3) publishers reacting to the impact of the major projects by paying more heed to such aspects of curriculum development as rationale, objectives, teaching strategies, field testing, and teacher training. In addition, Robert Bilek discusses briefly current research on social studies games and simulations and the commercial interest in them. Those interested in receiving the newsletter regularly should request that their names be put on the mailing list. (Author/VLW)

ED 050 002 SO 001 256

Adams, Timothy J., Ed.

Conservation Foundation Letter. A Report on Environmental Issues.

Conservation Foundation, Washington, D.C.

Pub Date Apr 71

Note—12p.

Available from—The Conservation Foundation, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$6.00; Quantity Discounts)

Document Not Available from EDRS.

Descriptors—*Conservation Education, Depleted Resources, *Environment, *Environmental Education, Environmental Research, Natural Resources, *Newsletters, Physical Environment, *Resources

Identifiers—*Foundations

Each issue of this monthly newsletter focuses on some aspect of environmental affairs. This issue concerns preparations for the United Nations Conference on the Human Environment including: the state of the global environment, different views from developed and underdeveloped nations, the conference agenda, and U.S. preparations for the conference. Characteristically the newsletter includes quotations up to one

half page in length which are particularly pertinent to the focus of the particular issue. Others have dealt with public lands and with federal appropriations for environmental programs. Future issues of this newsletter are available only by subscription. (NH)

ED 050 003 SO 001 268

Taylor, Bob L. Groom, Thomas L.

Social Studies Education Projects: An ASCD Index.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 71

Note—91p.

Available from—Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. (611-17844, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Research, Curriculum Study Centers, *Directories, Elementary Grades, *Projects, Reference Materials, Research Projects, Secondary Grades, Social Sciences, *Social Studies

This directory lists 111 curriculum development projects in social studies and social science education at precollege levels. For each entry information is presented concerning the project director, name and address, the purposes of the project, a summary of what the project has done or intends to do, the grade level, the subject area, and the published material. Often an address is included from which published material or further information may be obtained. Projects are numbered in alphabetical order by title. An alphabetical index of authors is provided. (NH)

ED 050 004 SO 001 288

Burleson, David

The Twenty-One Essential Readings in Population Education.

North Carolina Univ., Chapel Hill. Carolina Population Center.

Pub Date 16 Dec 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Curriculum Development, Demography, Elementary Grades, Environmental Education, *Overpopulation, *Population Growth, Reference Materials, Resource Guides, Secondary Grades, Teaching Guides

Identifiers—*Population Education

Educators interested in responding to the need for population awareness will find this generously annotated bibliography of readings a useful aid in sifting through a growing amount of material. The items include monographs, textbooks, journal articles, and government documents, most of which were published within the last two years. Price and availability information is included for each entry. In addition to providing a broad view of the field of population education, the items are indicative of the organizations, institutions, and individuals to whom educators might turn for assistance and information. The readings cover such issues as: national and international family planning education into the curriculum; and guides for the classroom teacher. (JLB)

ED 050 005 SO 001 310

Man: His Life and Work. A Career Orientation Manual for Teachers of Seventh and Eighth Grade Social Studies.

Cincinnati Public Schools, Ohio.

Pub Date Sep 70

Note—179p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Affective Objectives, Career Opportunities, *Career Planning, Cognitive Objectives, *Current Events, Curriculum Guides, Grade 7, Grade 8, Inductive Methods, *Interdisciplinary Approach, Multimedia Instruction, Resource Guides, Role Playing, Secondary Grades, Social Sciences, *Social Studies Units, *United States History, Urban Areas, Values

Identifiers—Ohio, *Values Education

Among the challenges facing the U.S. as it enters the 1970s has been one to public education to adapt its program to technological change and its social effects; this manual deals with a limited aspect of this problem. Seventh and eighth grade social studies instruction is the focal point of the effort, and career orientation is the theme by which adaptation will be approached whether a

pupil is interested in pursuing a liberal arts, vocational, or technical program. This project was started in the summer of 1969 as an interdisciplinary effort including art, English, home economics, industrial education, mathematics, science, and social studies. This approach contributes to the following specific goals: 1) provide meaningful career information in the context of specific subject matter instruction; 2) strengthen pupil interest in all subject areas; 3) provide a classroom atmosphere which would foster pupil motivation and encourage learning by discovery; 4) encourage pupil investigations which would lead to greater self understanding; and, 5) provide activities for pupil participation which simulate many roles in careers. This activity manual includes more than 100 career activities related to American history, urban living, Ohio history, and the social sciences. (Author/SLD)

SP

ED 050 006 SP 001 015

Henderson, Judith E. Ward, Ted W.

Teaching in the Inner City: Identification of Educational Practices of Competent Elementary Teachers of Culturally Disadvantaged Youth.

Michigan State Univ., East Lansing. Coll. of Education.

Spons Agency—Michigan State Univ., East Lansing. Mott Inst. for Community Improvement.

Pub Date 66

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Culturally Disadvantaged, *Disadvantaged Youth, *Elementary School Teachers, Inner City, *Teacher Behavior, Teacher Characteristics, *Urban Schools

This comparative study of inner city with non-inner city teacher behaviors represents an initial attempt at a comparative analysis of two teaching models, and provides a means of identifying like and different behaviors. Descriptions of teaching acts occurring in inner city schools were obtained and independent judgments were made about the frequency and appropriateness of the acts by each of two selected sets of "competent" teachers, one group from inner city schools and the other from schools in other socio-economic environments. The analysis constituted a comparison of their judgments on verbal representations of teaching situations and teaching acts derived from inner city classrooms. The procedures and methodological rationale are presented in three separate parts: 1) method of observing and describing teacher behavior; 2) method of documenting (obtaining judgments on) the described teacher behaviors; and 3) method of identifying behaviors peculiar to a given group. Some of the findings are briefly reported as illustrations in the procedural discussion. The major presentation of results and discussion of implications is in the analysis section which concludes the report. (Author/MBM)

ED 050 007 SP 003 623

Hanson, John W. Cammaerts, F. C. A.

Secondary Level Teachers: Supply and Demand in Swaziland. Report on the Supply of Secondary Level Teachers in English-Speaking Africa. Country Study No. 5.

American Council on Education, Washington, D.C.; Michigan State Univ., East Lansing. Inst. for International Studies in Education.

Pub Date 69

Note—61p.

Available from—Director, Institute for International Studies, 513 Erickson Hall, Michigan State Univ., East Lansing, Mich. 48823 (\$2.00 each, \$20.00 series of fifteen)

Document Not Available from EDRS.

Descriptors—*Educational Improvement, *Foreign Countries, *Secondary School Teachers, Student Teacher Ratio, *Teacher Education, Teacher Salaries, *Teacher Supply and Demand

Identifiers—*Swaziland

One of 14 studies on the supply of secondary level teachers in English-speaking Africa, this report begins with a survey of Swaziland's geography and economic potentials, and the financial viability of its economic growth. Despite its small

size, the wide market areas available and the existence of non-agricultural opportunities give promise of development to which the educational system can be adapted. In the next two decades demands of agriculture, industry, and the civil service will require further expansion and diversification in secondary education. Secondary education was expanded both in numbers and in geographical distribution in the years immediately preceding independence, and steps were also taken to improve the quality of the teaching force and increase the number of native teachers by establishing bursary policies designed to produce high-level manpower, by introducing a sub-graduate program for teachers, and by bringing teachers' salaries closer to those elsewhere in government service. Swaziland is also committed to re-examining the finances of school staffing, particularly in relation to extravagant teacher: student ratios. Seven recommendations are made to ensure that programs already under way shall be as effective as possible and to provide for further sound education development. (MBM)

ED 050 008 SP 004 706

Lawson, Dene R.

Indicators of Teacher Ability to Relate to Students.

Pub Date 71

Note—26p.; Paper presented at AERA annual meeting, New York, 1971; condensation of doctoral dissertation, Stanford Univ., 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, *High School Students, Interaction Process Analysis, *Interpersonal Competence, Negro Students, Report, Student Attitudes, *Student Teacher Relationship, Teacher Behavior, *Teacher Evaluation, *Teacher Interns

The purpose of this study was to find teacher behaviors which correlate significantly with a criterion measure of teacher ability to relate to students. Videotapes of 50 teacher interns were shown to 100 high school students of three different ethnic backgrounds—white, black and oriental. Teachers were rated on ability to relate to students. Subsequent interaction analysis of the videotapes identified 51 potential teacher behavior correlates, 15 of which were found to correlate significantly with teacher ability to relate to students. In general students tended to rate higher those teachers who 1) lecture in response to student talk, 2) allow students freedom to initiate discussion, and 3) use praise extensively in rewarding students. Students tended to rate less favorably those teachers who 1) permit silence in the classroom to continue for prolonged periods of time, 2) give directions for extended periods of time, 3) prolong an activity, and 4) ask questions for prolonged periods of time. No significant differences were found among mean teacher reliability scores by main effects of race and sex of student raters. (Author/RT)

ED 050 009 SP 004 708

Arends, Robert L. And Others

Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs.

State Univ. of New York, Buffalo. Coll. at Buffalo.; Syracuse Univ., N.Y.

Pub Date Jan 71

Note—79p.

Available from—The Center for the Study of Teaching, 235 Bishop Hall, 1300 Elmwood Avenue, Buffalo, N.Y. 14222 (\$3.00)

Document Not Available from EDRS.

Descriptors—Achievement, *Behavioral Objectives, *Educational Objectives, *Performance Criteria, Preservice Education, *Teacher Education, *Teacher Educators

This handbook has been prepared for use by teacher educators involved in the process of developing instructional modules in competency-based teacher education programs. Two major concepts are dealt with: objectives and modules. Each of these is first treated as a separate subject and their relationships are discussed later. The handbook is divided into seven short sections: 1) The first section examines the wide variety of objectives which may be used to specify the competencies students are expected to achieve in competency-based approaches. 2) The second section deals with a modular approach to teacher education, explains the hierarchy which builds from a single module into the total program of

the prospective teacher, and gives examples in each of the categories of that hierarchy. 3) The third section suggests a format which might be used for written descriptions of instructional modules; a standard format would facilitate the sharing of modules. 4) A reference system which might be used to catalog instructional modules is presented in the fourth section. 5) The fifth section asks the reader to reflect on the previous sections as he begins to design competency-based instructional modules. 6) The sixth section presents a glossary of terms and bibliography. 7) Several sample modules are included as examples of the format, style, and general approach suggested. (MBM)

ED 050 010 SP 004 711

Friedman, Philip

Imitation of a Teacher's Verbal Behavior as a Function of Teacher and Peer Reinforcement.

Pub Date Feb 71

Note—22p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, Elementary School Teachers, Grade 1, *Imitation, *Peer Acceptance, *Positive Reinforcement, *Student Behavior, *Student Reaction, *Teacher Behavior, Verbal Communication

Identifiers—Observation Schedule and Record 4V, *OSCAR 4V

The extent to which a teacher served as a model for the verbal style of his students was examined with the use of a modified form of the Observation Schedule and Record 4V (OSCAR). Four students from each of 24 first grade classes were separated into groups on the basis of frequency of teacher and peer reinforcement. Verbal characteristics of these students were scored using six scales of imitative behavior developed from the OSCAR protocols. The data were analyzed using a 2 X 2 factorial design (teacher reward X pupil reward). Students observing high rewarding teachers imitated significantly more than those observing low rewarding teachers on 4 of 6 verbal categories. In three of the analyses differences between frequently and infrequently peer-reinforced students were located, and for three of the analyses there were also reliable teacher reward X pupil reward interactions. The potential of the OSCAR for measuring student behavior and constructs such as limitation was demonstrated. (Author/RT)

ED 050 011 SP 004 713

Metzner, Seymour Sharp, Richard M.

Preference Patterns of Education Students in Pass-Fail Electives.

Pub Date Feb 71

Note—7p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Education, *Education Majors, *Elective Subjects, Mathematics, *Pass Fail Grading, Science Courses

This study investigated whether pass-fail elective options at the undergraduate level will encourage education majors to break away from previous patterns of elective choice and choose more courses in various scientific and mathematical disciplines. Two hundred sixty-three education students at Queens College of the City University of New York were identified as electing pass-fail option courses. Analysis of these choices revealed that only 14 students elected courses in scientific or mathematical areas, thus leading to the conclusion that the institution of pass-fail options holds little promise for developing greater scientific or mathematical sophistication among prospective teachers. (Author/RT)

ED 050 012 SP 004 714

Heathers, Glen

A Definition of Individualized Education.

Pub Date 71

Note—5p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Definitions, *Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Teacher Role

Education is individualized in measure as the learning goals an individual pursues, and the means whereby he works toward them, are selected for and by him. Individualization is not limited to independent learning or learning in a tutor-student dyad. Depending on learning goal

and learner characteristics, individualized education also can occur in group contexts. Individualization is fostered through emphasizing student involvement in choosing and conducting learning activities. Managing individualized instructional programs in schools depends greatly on student self-direction accomplished either through using programmed materials or through students' developing competencies in selecting, planning, and conducting learning tasks. (Author)

ED 050 013

Mayberry, William E.

The Effects of Perceived Teacher Attitudes on Student Achievement.

Pub Date 70

Note—16p.; Based on author's doctoral dissertation, University of Illinois; presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, College Students, College Teachers, Course Content, Role Playing, *Student Behavior, *Student Reaction, *Student Teacher Relationship, *Teacher Attitudes

From a prepared script, teacher behavior indicating positive and negative attitudes toward students and toward the course material was role played before 16 introductory psychology classroom groups. The treatments were crossed in a 2x2 design. Each class session consisted of the experimental treatment embedded in a 15-minute lecture, an achievement test on the lecture material, and an attitude questionnaire to check on the manipulations. Results indicated that task attitudes exhibited by the instructor influenced student achievement, while interpersonal attitudes did not. It was also noted that while the group with the highest achievement scores had an instructor with positive attitudes toward students and toward course material, the group with the lowest scores had an instructor with positive attitudes toward students and negative attitudes toward the course material. This suggests that the attitude exhibited by the teacher toward the material he is teaching exerts more influence on student achievement as it is typically measured than his attitude toward students as individuals. (Author/RT)

ED 050 014 SP 004 724

Crises in Teacher Education: A Dynamic Response to AACTE's Future Role.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 71

Note—25p.

Available from—American Association of Colleges for Teacher Education, One Dupont Circle, Washington, D.C. 20036 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Consortia, *Institutional Role, Program Proposals, *Schools of Education, *Teacher Education, *Teachers Colleges

This document is a report of the commission appointed to study the over-all role of the American Association of Colleges for Teacher Education (AACTE), to appraise its current condition, and to recommend its future direction. The first chapter, "Context of Crisis and Tension," outlines the problems and issues facing teacher education institutions and the results of the local scene of crucial forces in the larger cultural setting. Chapter 2, "Defining a Role," lists specific actions recommended to the Association in its central responsibility for improving teacher education programs. Chapter 3, "Parts of the Whole," outlines major areas of program responsibility designed to permit the Association to organize itself for the most effective use of its resources. Major areas are communication, research and development, accreditation, professional development of faculty members, international education, long range planning and evaluation, and influence on decision making affecting teacher education. Chapter 4, "Machinery for Achieving Goals," contains recommendations designed to create and maintain structural arrangements and relationships that clearly delineate responsibilities and power in order that resources of the Association can be wisely used in achieving its purposes. Major headings are membership, institutional representation, board of directors, executive committee, staff, committees and commissions, and state associations. (JS)

ED 050 015

SP 004 734

Alberty, Elsie J.

Innovative Undergraduate Teacher Education Programs.Ohio State Univ., Columbus. Coll. of Education.
Pub Date Jul 70

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Researchers, English Education, Industrial Arts Teachers, Language Teachers, Mathematics Teachers, Microteaching, Preschool Teachers, *Preservice Education, Science Teachers, Social Studies, Teacher Aides, Team Teaching, Trade and Industrial Education, Urban Education

Identifiers—*Ohio State University

This document contains brief descriptions of 12 experimental and/or innovative undergraduate teacher education programs currently underway in the College of Education, Ohio State University. Programs are 1) Urban Teacher Education (14-credit-hour practicum); 2) English Education Inner-City Program (2-year practicum); 3) Industrial Arts Curriculum Project (3-year development and evaluation of a 2-year sequence in industrial technology for Grades 7-10); 4) Microteaching for Foreign Language Teachers (an experimental study using video-taped lesson sequences); 5) Microteaching in the Social Studies Methods Course (implemented in several Columbus area high schools); 6) Middle Elementary Teaching Team (METT) (2-year practicum for 3- or 4-member teams in grades 4-6); 7) New Careers in Early Childhood Education (2-year training of disadvantaged in work-study day care center program); 8) New Dimensions Program (2-year accelerated program to train ghetto high school dropouts as educational technologists aides); 9) Education Professions Development Act: Trade and Industrial Education (2-year inservice program leading to professional certificate); 10) Research and Development Program (30-hour program to train researchers); 11) Science and Mathematics Teacher Education Project (2-year program focusing on process approach); 12) Social Studies Education Program Abroad (15-credit program including seven weeks travel and study abroad). (JS)

ED 050 016

SP 004 745

Nussel, Edward J. And Others

The Ohio Model and the Multi-Unit School.Toledo Univ., Ohio. Coll. of Education.
Pub Date 71

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *College School Cooperation, *Differentiated Staffs, Elementary Schools, Elementary School Teachers, Flexible Scheduling, *Models, *School Organization, *Teacher Education

Identifiers—CETEM, Comprehensive Elementary Teacher Education Models, Multiunit Schools

This book shows the relationship of the Ohio Consortium Elementary Teacher Education Model (ED 025 456 and ED 025 457) to the Multi-unit school by summarizing development of the model (by the Ohio Consortium of State Universities of Ohio) and describing its implementation in a multi-unit school (Martin Luther King, Jr., in Toledo). The model (which considers all phases of teacher education from the initial preservice training of prospective teachers through the inservice training of those presently in elementary education, as well as all groups of educational personnel actively involved in the education, induction, and support of new teachers) is described through outlining its various developmental phases: 1) Phase 1—including development of general goals for teacher education, behavioral objectives, and educational specifications, and 2) Phase 2—the feasibility study in which the model was found to be feasible in all respects. The section of implementation of the model includes explanation of a multi-unit organization (which utilizes the concept of a differentiated staff) and description of the role of the principal, and three components of general organization (system-wide policy council, steering committee, and the unit), inservice education, planning time, student teaching, and teacher supervision. Appended are a checklist for schools starting a multi-unit program, sample weekly schedules, and a 90-item bibliography. (JS)

ED 050 017

SP 004 750

Guelcher, William And Others

Microteaching and Teacher Training: A Refined Version.Chicago Univ., Ill. Graduate School of Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 70

Note—20p.; Occasional paper No. 1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Lesson Plans, *Microteaching, Peer Teaching, Practicum Supervision

The development of the dynamic skills approach at the University of Chicago as contrasted with the component skills approach to Stanford has shifted microteaching out of the "practical problems" arena and into a more central position between theory and practice. The Stanford model included three stages: general orientation, viewing of skill films, and the teach-supervision-reteach microteaching cycle itself. Often there had been no significant improvement between teach and reteach. After re-analysis and the decision that the basic weakness stemmed from the lessons used by the teachers not being sufficiently thought out, five stages were added between the initial orientation phase and the culminating experience of actual microteaching: 1) The Practicum—designed to show how a good lesson established expectations for student response and that the teacher could expect specific types of response if the questions were clear, the decision logically consistent, and the task generally applicable to something in the child's own experience; 2) Peer Group Microteaching—opportunity to test one of several lessons against peers and under peer supervision; 3) Seminar in Supervision of Microteaching—to train students to supervise their fellow teaching candidates; 4) Skills Session in Microteaching—a seminar on the nature of skills as dynamics of the lesson; 5) Pre-Teach Supervisor-Supervisee Conference—about the lesson to be taught. (A model lesson to demonstrate lesson design is appended.) (JS)

ED 050 018

SP 004 779

Education and the Two Phases of Urbanization.

Peachey, Paul

Pub Date [70]

Note—10p.; Paper presented at AACTE-OAS Conference on Education and the Environment in the Americas, Washington, D.C., Oct. 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Demography, City Problems, *Personal Adjustment, Population Trends, *Rural Environment, *Rural Urban Differences, *Urban Environment, Urban Immigration, *Urbanization

The struggle between the country and the city has always been a part of human history, but with the industrial revolution, large societies possessing urban attributes came into existence while the cities proper began to lose their bounded autonomy. Entire populations are now transformed into a single industrial economy, even though they may live in low density situations. A distinction must be made between the growth of cities and societal urbanization. Even in advanced industrial societies, however, large numbers of people are only one or two generations removed from the soil. Even though living in the city, they are not part of it as social reality. Education is the crucible which prepared rural man to perform the special and diverse rules of urban living, but the extent to which schools should be merely instruments of diffusion or the directors of the processes is not clear. Urbanization entails complex changes at the levels of social relations, personality, and culture, and the transition must be a gradual one. Many of our deep and unconscious attitudes toward space, time, resources, and institutions were shaped under circumstances so different that these attitudes are detrimental today; the question is whether they can be modified by education. Other questions are what new images and expectations are to be inculcated, and whether the individual can handle the overloaded repertory of roles inherent in urban society today. (MBM)

ED 050 019

SP 004 802

Throne, John M.

Inappropriateness of Inferential and Insufficiency of Descriptive Statistics in Educational Evaluation: The Problem and a Solution.

Pub Date Feb 71

Note—17p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Behavior Change, Evaluation, Evaluation Criteria, *Evaluation Methods, *Operant Conditioning, Predictive Validity, Research Methodology, *Statistical Analysis, Statistical Data, *Teacher Evaluation, Teaching, *Validity

This paper argues that to be appropriate the evaluation of teaching must occur under circumstances entirely free of the limitations which inferential statistics necessarily impose on teaching. Regardless of whether the statistical, design, and treatment assumptions required for the valid use of inferential statistics in education are met, inferential statistical analysis is still functionally inappropriate. Descriptive statistical analysis, often recommended as an alternative, is also insufficient for evaluating teaching effectiveness. Interpretations or predictions based on descriptive or inferential statistical findings are based on presumed relationships between phenomenal variables which the statistical findings apparently—but only apparently—reflect. It is suggested that a viable replacement consists of functional analysis of behavior strategy based on operant conditioning. This method is precisely tailored for the moment-to-moment manipulation required by educational practice. (RT)

ED 050 020

SP 004 825

[Reports of the Leadership Training Institute for School Personnel Utilization.]

Massachusetts Univ., Amherst. School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.

Pub Date 70

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Catalogs, *Differentiated Staffs, *Information Centers, *Instructional Materials, *Leadership Training, *Services, Staff Utilization

Identifiers—*School Personnel Utilization

The first of these two reports lists and briefly describes services available from the Leadership Training Institute for School Personnel Utilization (LTI-SPU). These services include visits, teacher exchange, direct training activities, distribution of training materials, and information dissemination. The second report contains an annotated bibliography of basic references on differentiated staffing, a bibliography of all materials available at the SPU Resource Center, information on ordering bibliography entries, and a list of school personnel utilization projects funded for 1970-71 by USOE. (RT)

ED 050 021

24

SP 004 850

Burdin, Joel L., Ed. And Others

Accreditation and Evaluation of Basic Teacher Education Programs: Research Problems and Prospects.

American Educational Research Association, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date May 71

Contract—OEC-0-8-080490-3706(010)

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accreditation (Institutions), Program Evaluation, *Research Needs, *Standards, *Teacher Education, Teacher Evaluation

The five papers collected in this document were delivered at the 1970 American Educational Research Association symposium sponsored by the Special Interest Group on Teacher Preparation Curriculum. All five focus on developing a research base for teacher education standards, in particular for the "Recommended Standards for Teacher Education" by the American Association of Colleges for Teacher Education. John Herbert advocates accreditation criteria based on teacher behaviors and different standards for different types of programs. To build the required knowledge base, he would research, in part, the cut-off points and standards applied in practice by accrediting teams. S. C. T. Clarke summarizes curriculum standards and notes that the emphasis

placed on certain standards rather than the standards themselves will cause change. In the third paper, Donald M. Medley offers ways of closing the research-practice gap, among them a centralized information exchange and a one-shot questionnaire which would solicit information on teacher education program characteristics and on the success of beginning teachers. John R. Dettre focuses on the current state of literature and research in the areas of admission, selective retention, and student involvement in program development and evaluation. The final paper, by R. L. R. Overing, is a review of studies which evaluate teacher education graduates according to behavioral objectives and pupil change. Bibliographic items total 211. (LP)

ED 050 022 SP 004 853

Meeting Today's Challenge in Teacher Education.

Shaw Univ., Raleigh, N.C.

Pub Date 71

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, *Elementary School Teachers, Human Development, Individualized Instruction, *Program Improvement, *Teacher Education, *Teacher Education Curriculum

This is a brief progress report on the development of a comprehensive program for training elementary teachers at Shaw University which evolved out of an intensive study of the CETEM models. Although Shaw's resources do not lend themselves to the development of elaborate individualized instruction modules, some features will be incorporated in the program. Screening of applicants on past academic performance and evidence of rapport with children will also be added. Individualized instruction is being strengthened and opportunities provided for developing awareness, group interaction, diagnosis of individual needs, and self-development. Human relations skills are also being stressed, together with professional decision-making competencies. The elementary teacher education program is being changed to meet 1) increased emphasis on vocational education, 2) increased tension between education and the general public, 3) increased attention to the individual, 4) increased autonomy at each major level of education, movement toward a more interdisciplinary curriculum, 5) increased involvement with the total environment, and 6) greater emphasis on relevance in learning. The four areas in which major changes must take place are 1) professional laboratory experiences and student teaching, 2) inservice training, 3) methodology and strategy, and 4) expectations and demands of the teacher. (MBM)

ED 050 023 SP 004 854

Wong, Francis, Ed.

Curriculum Evaluation in Teacher Education in S.E. Asia, ICET-FEUM Conference Proceedings (Malaysia, Aug. 3-7, 1970).

International Council on Education for Teaching, Washington, D.C.; Malaya Univ., Kuala Lumpur (Malaysia).

Pub Date 70

Note—147p.

Available from—International Council on Education for Teaching, One Dupont Circle, Suite 610, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Evaluation, Educational Objectives, Microteaching, Preservice Education, Secondary School Teachers, *Teacher Education, *Teacher Education Curriculum

Identifiers—Indonesia, Malaysia, Philippines, Singapore, *Southeast Asia, Thailand

This report contains the following papers presented at the conference: 1) "Evaluating the Needs of Teacher Education in Southeast Asia"; 2) "Studies in Microteaching: A Pedagogical Model"; 3) "Teacher Training in Indonesia as a National Problem"; 4) "Secondary School Teacher Education in Indonesia"; 5) "Curriculum Evaluation in Teacher Education in Malaysia"; 6) "Evaluation of Teacher Education Curricula"; 7) "Curriculum Evaluation in Teacher Education in the Philippines"; 8) "Objectives in Teacher Education: A Pre-Evaluation Task"; 9) "Relevance of Piagetian Theory to the Evaluation of Teacher Education Curricula"; 10) "Curriculum Evaluation in Teacher Education in Singapore"; 11) "Curriculum Evaluation in Teacher Education in

Thailand." In addition there are short reports on five panel discussions and three group discussions. The three group discussions focused on the education of language teachers, science teachers, and social studies teachers, respectively. (RT)

ED 050 024 SP 004 862

Keith, Pat

Sources and Correlates of Role Strain Among Teachers in Varied Settings.

Pub Date 70

Note—18p.; Paper presented at annual meeting, AERA, Minneapolis, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Teachers, *Role Conflict, *Role Perception, School Organization, Self Contained Classrooms, *Teacher Attitudes, *Teacher Role, Team Leader (Teaching), *Team Teaching

Identifiers—Job Related Tension Index

This study investigated the relationship between role strain and several personal and organizational variables for teachers in self-contained classrooms and team teaching settings. Role strain was identified by the Job Related Tension Index; personal variables were identified by the Teacher Conception of the Educative Process Questionnaire; and organizational complexity and formalization were identified by an author-constructed questionnaire. The sample consisted of 404 elementary school teachers from 29 schools in a midwestern metropolitan area. Results indicated that 1) Teachers who work in more formalized settings experience less strain than teachers in less formalized settings. 2) Team teachers who have specialist training and are performing a specialist role have significantly lower strain scores than team teachers who have no specialist training but are acting as task specialists. 3) Teachers in teams in which there is less agreement about the teacher's role in the educative process report significantly higher strain than teachers in teams with more similarity in belief. 4) Team teachers in schools with new team teaching programs have significantly higher strain scores than team teachers in schools with established programs. No significant differences in strain were found between team teachers and teachers in self-contained classrooms. (RT)

ED 050 025 SP 004 864

Rathbone, Charles Harootian, Berj

Teachers' Information Handling When Grouped with Students by Conceptual Level.

Pub Date 71

Note—13p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstraction Levels, *Concept Formation, *Interaction Process Analysis, Secondary School Students, *Secondary School Teachers, *Teacher Behavior, Thought Processes

Identifiers—Paragraph Completion Test

This study examined the effect of grouping teachers and students by conceptual level (CL) upon the teachers' information handling behavior. Twenty secondary school teachers were divided into two groups of 10 HCL and 10 LCL teachers according to their scores of the Paragraph Completion Test. Forty pairs of sixth graders were formed, each pair matched for IQ but with disparate CL. Information handling behavior of the teachers was identified through the use of the System for Analyzing the Oral Communication of Teachers. Degree of interdependence was determined by the proportion of statements in the categories "helping students to theorize" and "helping students to express themselves." Results indicated that high CL teachers were significantly more interdependent than low CL teachers, and that significantly more interdependent techniques were used with HCL students than with LCL students. The highest interdependence was observed with the HCL teacher-HCL student treatment. The least interdependence was shown by the LCL teacher-LCL student treatment. HCL teachers were significantly more interdependent with HCL students than with LCL students. The interdependence of the LCL teachers did not vary significantly between LCL or HCL students. Implications for research on teaching are drawn from the student effect on HCL teachers. (RT)

ED 050 026 SP 004 866

Felsenthal, Helen

Pupil Sex as a Variable in Teacher Perception of Classroom Behavior.

Pub Date 71

Note—15p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, Females, Grade 1, Males, *Reading Achievement, *Sex Differences, *Student Behavior, *Teacher Attitudes

This study investigated differences related to pupils' sex in female teachers' perceptions of pupil social behavior and related these differences to reading achievement. A questionnaire was utilized to measure teachers' perceptions of pupil behavior. Data was obtained from a sample of 20 female first grade teachers and their pupils, 220 girls and 219 boys. Teacher praise and criticism behaviors were recorded through an author-constructed Classroom Observation Record. Data was analyzed through correlation procedures and analysis of variance techniques. Results indicated that teachers perceived boys as displaying significantly more negative behavior than girls. Boys were criticized significantly more often than girls and received significantly lower reading achievement scores. Pupils of either sex who rated as aggressive and hostile received low achievement scores. (RT)

ED 050 027 SP 004 870

Rubin, Louis J.

A Study on Teaching Style.

Pub Date 71

Note—38p.; Paper presented at annual meeting, AERA, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, Elementary School Teachers, *Statistical Analysis, *Teacher Characteristics, *Teaching Methods, *Teaching Styles

The research described in this document investigated the feasibility of matching teachers with their preferred style of teaching. Ninety teachers working with sixth-grade students were randomly assigned to either a highly structured or a low-structured curriculum. Teaching effectiveness (judged by student achievement) was compared in three situations: training in the preferred style, training in the non-preferred style, and teaching in the preferred style without training. The main effects were analyzed with t tests on the outcome measure. Training effects were analyzed by competency comparisons across treatments, using means and standard deviations of observer ratings. Results indicated that teaching assignments and inservice training can be adjusted to teaching style. Low structured curricula may be destructive to children and teachers with high anxiety levels. The research reported in this document was subject to a major technical difficulty and as a consequence the speculations should be qualified. Despite this technical weakness, the report is being circulated because the work undertaken may be of interest. (Author/MBM)

ED 050 028 SP 004 890

Mathieson, Moira B.

Beginning Teachers in the Inner City: A Study of the Literature on Their Problems and Some Possible Solutions.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date 71

Contract—OEC-0-8-080490-3706(010)

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adjustment Problems, *Beginning Teachers, Field Experience Programs, *Inner City, Inservice Teacher Education, Preservice Education, *Problems, Relevance (Education), Teacher Attitudes, *Teacher Education, Teacher Programs, *Urban Teaching

This paper reviews literature on problems encountered by beginning teachers in the inner city and points out some steps that have been taken in both preservice and inservice teacher education to alleviate these problems. While books such as "Death at an Early Age" and "Up the Down Staircase," are briefly reviewed, greater attention is given to research reports, program descriptions, program proposals, and comments by beginning teachers themselves. The section on current programs gives details of 24 programs which have been implemented and briefly describes 24 addi-

tional programs for which only limited material was available. The author concludes, from documents examined, that the most important ingredients for successful urban teaching are the attitude of the prospective teacher and early, extensive preservice experience with the realities of the inner city. (A 137-item annotated bibliography is included.) (RT)

ED 050 029 SP 004 896

Martin, W. Michael
Deviant Adaptation as Related to Educational Goal Attainment.

Pub Date 71

Note—28p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Need, *Personal Adjustment, *Psychological Characteristics, *Role Conflict, *Teacher Alienation, *Teacher Attitudes

The objective of this research was to examine the dimensions of role conflict and the mode of deviant adaptation among teachers in schools attempting to meet their goal of improvement. Relationships were found between teachers experiencing high role conflict and deviant modes of adaptation and the goal-attaining process. Teachers in schools experiencing less success in goal attainment were found to have more role conflict and were less likely to resolve the conflict than teachers in schools demonstrating higher success in the goal-attaining process. The results of the research indicated that an understanding of the nature of teacher role-personality conflict, and the resolution of that conflict, is essential to both researchers and to practicing school administrators. (Author)

ED 050 030 SP 004 897

Dempsey, Richard A. Breyer, Norman L.
Staff Development and Evaluation.

Pub Date 71

Note—53p.

Available from—A.C. Croft, Inc., 1832 Franklin St., Santa Monica, Calif. 90404 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Classroom Observation Techniques, *Inservice Teacher Education, *Student Behavior, *Teacher Behavior, Teacher Improvement

Identifiers—Behavioral Observation Schedule for Pupils and Tea, BOSPT

An ongoing behavioral model for implementing staff development and evaluation procedures is proposed, which systematically focuses on assessing and facilitating behavioral change in the classroom and enables the educational executive to assess what is actually happening there. The administrator is thus provided with the necessary information to permit him to begin a planned program of assisting teachers to improve their teaching. The assumptions involved in preparing a behavioral model are examined. The design of the Behavioral Observation Schedule for Pupils and Teachers (BOSPT) is explained in detail, and the training of observers is also described. A case study demonstrates how the model can be implemented in a specific situation. Several options are available to the individual who intends to implement the model, but it is felt that the impact would be more widespread if the staff development director directed his energies toward the actual consultations with the teacher. Collection of the classroom data can be efficiently accomplished by trained observers under the consultant's guidance. (MBM)

ED 050 031 SP 004 899

Belland, John C. And Others
Analyzing Teacher Questions: A Comparative Evaluation of Two Observation Systems.

Pub Date 71

Note—14p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Comparative Analysis, *Interaction Process Analysis, *Questioning Techniques, *Reliability, Teacher Behavior, Validity

Identifiers—Hough Duncan Observation System, Price Belland Observation System

General systems for analyzing instructional interaction have found the most common teacher behavior to be asking questions. This evaluation compares and contrasts two systems for analyzing

teacher questions: Price-Belland, developed by the authors from the Bloom-Saunders tradition, and Hough-Duncan, modified for detailed question analysis. Comparisons were made 1) on the nature of the decision-making process required in coding, 2) on the kind of information derived from each system, and 3) on the interpretability of data displays derived from each system. In comparing data obtained from using the two observation systems simultaneously, significant differences were found between systems in the percentage of activity assigned to five of seven common categories. It is recommended that work be continued on developing a more reliable questioning-behavior analysis system. (RT)

ED 050 032 SP 004 900

Dalrymple, Julia I. And Others

Remote Supervision at Preservice and Inservice Levels in Teacher Education.

Pub Date 71

Note—5p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Supervisors, Cooperating Teachers, *Home Economics Teachers, Student Teachers, *Supervisory Methods, Teacher Attitudes, *Teacher Supervision, *Telephone Communication Systems

Four separate studies compared the efficacy of remote versus face-to-face supervision of home economics student teachers and teachers. The first study involved case studies of two interns, their cooperating teachers, and college supervisors, who tested an audio-phone method of supervision. Costs were found to be lessened, and all persons involved were satisfied with the experience. The second experiment used a pretest-posttest control group design with ten student teachers. Supervisory methods compared were face-to-face and audio-phone. There was no significant difference in attitudes of supervisors of the two groups, but the experimental group was more satisfied with their supervision than the control group. The third study compared three methods of supervision—face-to-face, audio-phone, and video-phone—using a pretest-posttest control group design involving 36 student teachers. Hypotheses tested related to teaching competence, teaching confidence, and satisfaction. Satisfaction was greatest for face-to-face and video-phone methods, but there was no difference between groups in teaching competence or confidence. The fourth study obtained evaluations from one state supervisor and 25 inservice teachers testing an audio-phone method of supervision. All parties involved were satisfied with the method. (RT)

ED 050 033 SP 004 901

Belgard, Maria R.

A Systems Approach to the Teaching-Learning Process.

Pub Date 71

Note—9p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Educational Theories, *Learning Processes, *Research Methodology, *Systems Analysis

This paper introduces the concept of educational systems analysis, shows how it can be applied to the teaching-learning process, and indicates how the teaching-learning process, as a system, can be optimized by using operations research techniques. The teaching-learning process is viewed as a highly complex learning control system with the purpose of initiating and monitoring the learning process of the students, under optimal systems conditions, until the goal is reached. A block diagram shows the components of the system and their relationships, the input and output variables, and the technology whereby inputs are transformed into outputs. Utilizing an appropriate weighting function for each desired system characteristic, e.g., entry behavior, subject matter, teaching skills, time schedule, etc., a set of weighted system functions are obtained which can be used to optimize the system. The mathematical model can be applied to one individual or a whole school system, that is, it is general, but the values of the parameters depend on the particular situation to which the learning control system is applied. (Author)

ED 050 034 SP 004 902

Performance-Based Teacher Education: An Annotated Bibliography.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 71

Note—37p.

Available from—American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, D.C. 20036 (free, single copy only)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Attitudes, Evaluation Methods, Individualized Programs, *Performance Criteria, Teacher Associations, *Teacher Certification, *Teacher Education, Teacher Education Curriculum, *Teacher Evaluation

This 102-item annotated bibliography lists documents and journal articles published between 1967 and 1970. Citations are grouped under six categories or problems. The first section lists documents describing the characteristics of actual or proposed programs of performance-based teacher education. The second section contains items related to certifying teachers on the basis of performance, and the third section contains a selection from the literature on defining teacher competence. The basic elements of a performance-based curriculum are described in the fourth section, while the fifth deals with measuring the degree to which performance objectives are achieved and cites sources of information about specific assessment techniques. The sixth and final section lists documents indicating the attitude of teacher organizations toward performance assessment. (RT)

ED 050 035 SP 004 908

Sieber, Joan E.
Overcoming Secondary Ignorance: Learning To Be Uncertain.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW) Washington, D.C.

Report No—RM-17

Bureau No—BR-5-0252

Pub Date 68

Contract—OEC-6-10-078

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making Skills, *Elementary School Students, *Information Seeking, *Problem Solving

Identifiers—*Secondary Ignorance

This paper defines secondary ignorance as "not knowing that one does not know" and goes on to discuss the prevalence of secondary ignorance among school children. It describes a study in which a group of elementary school children were asked to find solutions to problematic situations and to indicate on a five-point scale how certain they were that their answer was correct. Despite a wide variation in answers, each child asserted that he was completely certain that he was correct. A method is outlined whereby teachers can show children how to identify situations in which it is appropriate to be uncertain of the correct answer. This method involves identifying simple situations in which it can be demonstrated that the correct answer is not known but that educated guesses can be made, and rewarding the generation of various response alternatives to given problem situations. Students should then be helped to decide which alternative seems most likely to be correct on the basis of the information they have, and how much certainty is warranted for that alternative. (RT)

ED 050 036 SP 004 909

Hrivnak, Joseph T.

The Use of Interaction and Feedback in an Inservice Education Model.

Pub Date 70

Note—118p.; Doctoral dissertation submitted to the University of Pittsburgh School of Education, 1970

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Beginning Teachers, Classroom Observation Techniques, *Elementary School Teachers, Feedback, *Inservice Teacher Education, Interaction, Small Group Instruction, *Teacher Behavior, *Teacher Improvement

This study tested a model of inservice education which used small group interaction sessions and individual feedback to assist teachers in continuing their professional development. The competencies (dealing with teacher classroom behavior) used as content during the group sessions were relevant to the experimental popula-

tion of beginning primary teachers. The individual feedback consisted of classroom observation and conferences with the teachers as they implemented behaviors associated with each competency. This program was conducted during school hours; the teachers who participated were released from their teaching responsibilities for the group sessions. The study followed a pretest-posttest design with two experimental groups and a control group. The students' evaluation indicated their belief that the model was most useful in assisting them in developing and refining teaching competencies. They believed that the program would have been more useful if it had extended for an entire school year or longer, instead of for only one-half a semester. (Author)

ED 050 037

SP 004 911

Brophy, Jere E.

The Role of Teacher Expectations.

Pub Date 71

Note—14p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Learning Motivation, *Preschool Children, *Preschool Teachers, *Teacher Education, Teaching Techniques

Preschool teachers need to acquire more realistic expectations and definitions of their jobs and need to learn how to observe their own behaviors. Members of the Southwest Educational Development Laboratory have observed that preschool teachers offer rewards for learning that are extrinsic to the learning process (e.g., rewarding a reading lesson with playtime), that they suffer from "right answer syndrome," and that they offer global praises such as "good boy" rather than specific praise. The teacher training program at the Laboratory stresses positive attitudes toward learning: Children should be motivated to learn for the joy of learning, teachers should praise children's learning efforts in specific terms, and "wrong" answers should be interpreted as providing a direction for remediation. The training program uses filmed models of teaching, simulation, and microteaching. (LP)

ED 050 038

SP 004 912

Mendoza, Sonia M. And Others

The Communication of Teacher Expectations in a Junior High School.

Pub Date 71

Note—23p.; Expansion of a paper presented at Annual Meeting, AERA, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Expectation, Junior High School Students, Secondary School Teachers, *Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior

Identifiers—Brophy Good Dyadic Coding System

The ways teachers differentially treat children for whom they hold different performance expectations were examined. Four seventh-grade teachers were asked to rank their students in order of achievement; rankings were used as the measure of performance expectations. Data on teacher-student interactions were collected during ten or more hours of observation in each classroom with the Brophy-Good Dyadic Coding System. The System, which is used to record the identity of the student, the sequence of interaction, and the direction of initial contact, allows direct study of the ways teachers differentiate among children in providing response opportunities and giving feedback and reinforcement. When teacher rankings and dyadic codings were analyzed, it was found that teachers present students they perceive as high and middle achievers with significantly more response opportunities than students they perceive as low achievers. (Author/LP)

ED 050 039

SP 004 913

Stiggins, Richard J. And Others

Effectiveness of Verbal Communication Among Elementary School Pupils, Teachers, and Teacher Aides.

Pub Date 71

Note—21p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Students, *Elementary School Teachers, Grade 1, Grade 3, Negroes, Negro Students, *Teacher Aides, *Verbal Communication

This study examined whether or not first- and third-grade pupils could verbally communicate a task as effectively as the experimenter and whether or not pupils and teacher aides could listen as well as certified teachers. One hundred and twenty first- and third-grade pupils, teachers, and teacher aides from a predominantly black, inner-city school were asked to listen to descriptions of pictures tape-recorded by other first- and third-grade pupils and by one of the experimenters. On the basis of the descriptions, each listener was to select six out of 24 pictures. Analysis showed that teachers, teacher aides, and third-grade pupils did not differ significantly in correct picture selection, but that the latter three groups scored significantly higher than first-grade listeners. Also, all listeners scored significantly higher when listening to the experimenter rather than to pupils and when listening to third-grade speakers rather than first-grade speakers. The authors discuss implications for teacher aide roles, cross-age teaching, and nonverbal research. (LP)

ED 050 040

SP 004 914

Peper, John B.

A Systematic Change Model for Improving Urban Teaching.

Pub Date 71

Note—10p.; Paper presented at AERA annual meeting, New York, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Teachers, College School Cooperation, *Inservice Teacher Education, *Language Instruction, *Reading Improvement, School Community Cooperation, Summer Schools, *Urban Schools

Identifiers—Portal School Program, Project for Improving Reading Language Teaching, *Project PIRLT

This paper reports an attempt to respond to the problems faced by new teachers in urban schools. Project PIRLT (Project for Improving Reading-Language Teaching) was initiated by the School District of Philadelphia and Temple University and sponsored by the National Council of Teachers of English and the U. S. Office of Education. The Office of Research and Evaluation of the School District was invited to participate in the proposal development and to take full responsibility for the research and evaluation. The project was funded in May 1970 for one year to provide summer school training for 40 elementary teachers from two schools, followed by academic course work at Temple University, to conduct inservice training, to train special substitute teachers, to train and employ parents, to teach pupils by the methods employed in the program, to establish and staff reading demonstration teaching centers in the schools, to provide feedback to the teachers on their pupils' progress, and to explore methods of cooperation among university, school district, and community personnel. This project, which was coordinated with Temple University's Portal School project, has also resulted in a much broader testing program, providing immediate results for diagnostic and prescriptive purposes. (MBM)

ED 050 041

24

SP 004 915

King, Franklin J.

A Study To Ascertain the Feasibility of Incorporating Telelecture in Presenting a Teaching Methods Course. Final Report.

Missouri Univ., Columbia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-F-106

Pub Date Feb 71

Grant—OEG-6-70-0010(509)

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Extension Education, *Facsimile Transmission, Inservice Teacher Education, *Lecture, *Teaching Methods, Telecommunication, *Telephone Communication Systems

Three methods of teaching an inservice teacher education course, Principles of Teaching Industrial Subjects, were compared for their influence on informational achievement, teaching performance, attitude toward the course and method of presentation, and cost. Fifty-five vocational teachers were divided into three groups, each taught during a semester by one of the following methods: telelecture each week, alternate weeks of telelecture and traditional face-to-face lecture-discussion, or face-to-face lecture-discussion each

week. Telelecture enables an instructor to communicate verbally and graphically with inservice teachers at a remote location through two-way telephones and a Victor Electrowriter Remote Blackboard. Analysis of pre- and posttests showed no significant differences among the three groups in achievement, performance, or attitude. However, the telelecture is more economical in instructor costs and travel time and is recommended as a means of teaching professional extension courses. The posttests—a midterm exam, final exam, and the rating scale used to evaluate videotaped performance tests—are appended. (LP)

ED 050 042

24

SP 004 950

Leader Training Conference Report.

Michigan-Ohio Regional Educational Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1465

Pub Date Dec 68

Contract—OEC-3-7-061465-3071

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, *Classroom Observation Techniques, *Inservice Teacher Education, *Leadership Training, Microteaching, *Teacher Education, *Teacher Workshops, Video Tape Recordings

Identifiers—*Flanders Interaction Analysis, Michigan Ohio Regional Educational Laboratory, MOREL

The purpose of this conference was to prepare key people in the field of education to function as inservice education leaders in their respective settings. It called for participants to learn what the MOREL inservice education program is and what it hopes to accomplish, to identify the role and functions of the inservice education leader, and to acquire the skills and techniques necessary to implement the program. The first part of the document lists the conferees and includes summaries of all the conference sessions. The second part contains the conference materials including a general information statement on MOREL; a discussion of teacher behavior and student learning; detailed definitions of the functions of the inservice leader as analyst/counselor, teacher, mediator, and program administrator; Flanders' interaction analysis categories, with ground rules, data sheet and a sample matrix; a section on the technical skills of teaching (subscribing coding, probing questions, clarifying questions, questions that raise or lower the level of abstraction, possible student behaviors, and open or closed questions); and behavioral objectives. Related documents are ED 035 095 and SP 004 951. (MBM)

ED 050 043

24

SP 004 951

Leader Training Conference Report. (Second,

February 3-19, 1969).

Michigan-Ohio Regional Educational Lab., Inc., Detroit.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-1465

Pub Date Apr 69

Contract—OEC-3-7-061465-3071

Note—233p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, *Classroom Observation Techniques, *Inservice Teacher Education, *Leadership Training, Microteaching, Teacher Behavior, *Teacher Education, *Teacher Workshops, Teaching Skills

Identifiers—*Flanders Interaction Analysis, Michigan Ohio Regional Educational Laboratory, MOREL

The purpose of this conference was to prepare key people in the field of education to function as inservice education leaders in their respective settings. The design called for participants to learn what the MOREL inservice education program is and what it hopes to accomplish, to identify the role and functions of the inservice education leader, to acquire the skills and techniques necessary to implement the program, and to develop the self-confidence needed to implement its strategy. The first part of the document contains summaries of all the conference sessions. The second part of the document contains the conference materials including a bibliography on leader training and teaching skills; a

discussion of teacher behavior and student learning; an outline of the MOREL strategy for analysis and improvement of teaching behavior; detailed definitions of the functions of the inservice leader as analyst/counselor, teacher, mediator, and program administrator; Flanders' interaction analysis categories with ground rules for coding, coding forms, and objectivity check; an explanation of microteaching training; behavioral objectives and how to write them; samples of student feedback instruments; the technical skills of teaching and related class reaction forms. Related documents are ED 035 095 and SP 004 950. (MBM)

ED 050 044 24 SP 004 952
Preliminary Version of the Basic Program Plan. Program I: Specialist in Continuing Education. Cooperative Educational Research Lab., Inc., Northfield, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No—BR-6-1391

Pub Date 68

Contract—OEC-3-7-061391-3061

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, Educational Innovation, *Inservice Teacher Education, *Teacher Educator Education, *Teacher Educators, *Teacher Role

This document explains the need for a Specialist in Continuing Education (SCE), outlines the expected role and responsibilities of an SCE, and describes a program being developed to train SCE's. The SCE is envisioned as a teacher educator who will work with inservice teachers in small groups in a variety of ways to continually improve their professional abilities. He will be responsible for coordinating these training activities with both administrators and teachers in order to determine cooperatively appropriate content. The program for training SCE's includes study of goal establishment methodology, data collection methodology, human relations, resource methodology, group functioning, and administrative methodology. The document includes a detailed schedule for developing and field testing the SCE training program. When completed, the program will be made available to user agencies—school systems, colleges of education, etc.—as a complete package. (SP 004 953 reports a consultants' assessment of the program.) (RT)

ED 050 045 24 SP 004 953
Conceptual Base of Program I: Specialist in Continuing Education (SCE). Consultants' Assessment.

Cooperative Educational Research Lab., Inc., Northfield, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No—BR-6-1391

Pub Date 69

Contract—OEC-3-7-061391-3061

Note—193p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Change Agents, Educational Innovation, *Inservice Teacher Education, *Teacher Educator Education, *Teacher Educators, *Teacher Role

This report describes an investigation of theory and research relevant to the development of program I: Specialist in Continuing Education (SCE), a program to train teacher educators who will work with inservice teachers in small groups to improve their professional skills. The major portion of the report consists of position papers written by six consultants on different aspects of the program. Titles are 1) "Instructional Objectives in the Changing of Professional Behavior," 2) "Feedback Theory as It Relates to Changing Teacher Behavior," 3) "Self Confrontation of Teachers," 4) "Change Agent Strategies in Perspective," 5) "An Analysis of Group Support and Helping Structures," 6) "Reward Structures." These papers were used in a consultants' conference which employed a modified Delphi process to identify the program's major weaknesses or difficulties and its potential strengths. A recurrent theme in the papers and the conference was the institutionalization of the role of the SCE in an educational organization. The final section of the report explores issues related to the development, implementation, and institutionalization of the new role. (SP 004 952 describes the SCE training program.) (RT)

ED 050 046 24 SP 004 954
McGeoch, Dorothy M.

The Campus Laboratory School: Phoenix or Dodo Bird.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0490

Pub Date Jun 71

Contract—OEC-0-8-080490-3706(010)

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, Educational History, *Educational Improvement, Inservice Teacher Education, *Laboratory Schools, *Student Teaching, *Teacher Education, Teaching Experience

The development of the campus laboratory school is traced from its origins in Europe in the seventeenth century and in the United States normal school schools of the 1820's. These schools served for practice, as models of the desired teaching methods and provided opportunities for student teaching. Even before 1900 the function of the schools was being debated, and the need was recognized to use them as experimental schools to test and demonstrate new techniques and materials. The student body in campus schools tended to be highly selected and inadequate in number to serve expanding programs of teacher education. In the late 1960's much student teaching was transferred to public schools and the concept of teacher education was changed to increase the collaboration between schools and colleges, with a resultant demand for more responsibility for the classroom teachers in student teaching and accreditation. The new emphasis is on a joint enterprise by public schools, universities and colleges, the community, and related public agencies. The means of disseminating the results of experimentation and research must be improved if campus schools are to have a useful future, and there must be opportunities for curriculum development and professional leadership. There is a need for flexible facilities which can be adapted to a variety of uses, and laboratory facilities devoted primarily to inservice education. The activities should be defined and limited to those which can make a unique contribution to the program of the sponsoring agencies. (MBM)

ED 050 047 24 SP 004 974
Talavage, Joseph

A Model for the Social Aspects of Classroom Organization. Final Report.

Georgia Inst. of Tech., Atlanta.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-D-002

Pub Date Oct 70

Grant—OEG-4-70-0010(057)

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Communication, *Classroom Techniques, Rewards, *Social Attitudes, *Student Teacher Relationship, Systems Concepts, *Teacher Behavior

An initial effort is made to investigate social aspects of the classroom within a mathematical framework called general system theory. The objective of the study is to set the stage for a theory of social behavior in the large which, when verified, may be employed to guide computer simulations of detailed social situations. A model of a goal-seeking and learning individual (a P-model) is constructed, at which point the interconnection of several such P-models (an n-group) is formalized. The notion of an n-group may represent teacher-class interaction. Analogously to other system-theoretic developments, the dynamic behavior of n-groups is investigated. In particular, the stability and controllability of mutually rewarding behavior in such groups are the objects of discussion. Further, the notion of "status" within an n-group is formalized and change in status is related to the learning capabilities of group members. Illustrative examples are given for each of these investigations in order to provide intuitive appeal to the formalism. The results of the investigation include theorems which state necessary and/or sufficient conditions for stability and controllability of n-groups. Though the conditions are somewhat restrictive, the framework for relating them to the aspects of

dynamic behavior is established. Within this framework, the investigation may be extended in several directions and these recommendations for further action are included in the report. (Author)

ED 050 048 24 SP 004 975
Coyne, Charles E.

Comparative Analysis of Teacher Education. Final Report.

Missouri Western Coll., St. Joseph.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-F-044

Pub Date 30 Dec 70

Grant—OEG-6-9-009044-0077(010)

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affiliated Schools, *Preservice Education, *Student Teaching, *Teacher Education, *Teaching Experience, *Teaching Skills

This study was initiated to determine the directions to be taken to train and develop qualified and competent teachers, using experimental and control groups, with a followup of on-the-job performance of graduates. The cooperating schools, the association of these in-school experiences with the educational theory and methods of a teacher education program, the uses of video tape, and the attitudes and awareness of the graduating teacher. An analysis of the results led to the following conclusions: 1) Any well-planned, purposeful program in teacher education will produce skilled and competent teachers. 2) All individuals benefited greatly from their student teaching exposure, and pre-student teaching experiences appeared to be valuable in assisting the student in the achievement of maximum performance during student teaching. 3) Early exposure to the school program and teaching is helpful in assisting the student to determine whether he wishes to continue teaching, and to select the grade level and subject field he prefers. 4) Courses associated with in-school involvement help students to perceive and analyze classroom situations. The Missouri Western Continuum Sequence appeared to produce skilled and competent teachers and had built-in capabilities for screening candidates and accounting for teacher quality. (MBM)

ED 050 049 SP 007 093
Developmental Reading Activities, Grades 1-12.

Gary City Public School System, Ind.

Pub Date 68

Note—286p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Guides, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Intermediate Grades, *Reading, *Reading Development, *Secondary Education

GRADES OR AGES: Grades 1-12. SUBJECT

MATTER: Developmental reading activities. OR-

GANIZATION AND PHYSICAL AP-

PEARANCE: The guide is divided into three sec-

tions: 1) primary skills, 2) intermediate skills, and

3) secondary skills. Each section is subdivided

into readiness skills, comprehension, word per-

ception, and study skills. The material is

presented in four columns: basic reading skills

(general and specific), related skills, and develop-

mental activities. An appendix deals with listening

skills. The guide is mimeographed and spiral

bound with a soft cover. OBJECTIVES AND AC-

TIVITIES: The objectives are listed in the

columns for basic reading skills and related skills.

Detailed activities are listed in the activities

column. INSTRUCTIONAL MATERIALS: No

instructional material is specified. STUDENT AS-

SESSMENT: No provision is made for evaluation.

(MBM)

ED 050 050 SP 007 094

English Language Arts Curriculum Guide. Supplementary Guide of Suggested Activities for Speech 7-8.

Gary City Public School System, Ind.

Pub Date 68

Note—59p.; to be used in conjunction with Speech 7-8 Guide

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Grade 7, *Grade 8, Junior High Schools, *Secondary Education, *Speech Curriculum

GRADES OR AGES: Grades 7 and 8. **SUBJECT MATTER:** Speech. **ORGANIZATION AND PHYSICAL APPEARANCE:** This is a supplement intended to be used with the Speech 7-8 Guide. The supplement covers eight units: orientation, everyday speech, situations, listening, voice and diction, physical action, classroom speaking, parliamentary procedure, and storytelling. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Separate columns list objectives and suggested activities for each unit. **INSTRUCTIONAL MATERIALS:** A list is given of classroom sets of sheets which are available, including speech mechanism, phonetic inventory, practice sentences, tongue twisters, pronunciation list and evaluation score sheets. **STUDENT ASSESSMENT:** A student's evaluation score sheet is included. (MBM)

ED 050 051

SP 007 095

English Language Arts Curriculum Guide: Reading, Grades 7-12. Supplement No. 2. A Guide for the Development of Reading and Study Skills.

Gary City Public School System, Ind.

Pub Date 67

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors: *Curriculum Guides, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, *Reading, *Reading Development, *Secondary Education, *Secondary Grades

GRADES OR AGES: Grades 7-12. **SUBJECT MATTER:** Reading. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes the philosophy and goals of reading instruction, organization and methods, schedule, class record sheet, group informal inventories, basic principles, guided reading lessons, secondary individual developmental reading program, pupil evaluation, and basic reading skills. The material in the main body of the guide is presented in four columns: objectives, content, learning experiences, and aids for instruction and evaluation. Appendixes include an informal hearing capacity test, informal silent reading test, informal oral reading test, probable cause of reading difficulties, a summary of reading skills, teacher's evaluation of his own teaching, reading questionnaire, context clues in reading, and getting meaning from context. The guide is mimeographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives and learning experiences are listed in detail. **INSTRUCTIONAL MATERIALS:** Detailed information is given in the column on aids for instruction and evaluation, and there is also a bibliography of professional references. **STUDENT ASSESSMENT:** The principles of evaluation are set out in the introductory material and tests are included in the appendixes. (MBM)

ED 050 052

SP 007 096

Home Economics Curriculum Guide. Tentative Supplement No. 2. Food, Clothing, and Related Areas, Grades 7 and 8.

Gary City Public School System, Ind.

Pub Date 64

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors: *Clothing Instruction, *Curriculum Guides, *Foods Instruction, Grade 7, Grade 8, *Home Economics, *Secondary Education

GRADES OR AGES: Grade 7 and 8. **SUBJECT MATTER:** Home Economics: foods, clothing, and related areas. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is in two main sections—food and related areas, and clothing and related areas. Each section is subdivided as follows: introduction, adopted texts and approximate length of units, special information relating to the units, topical outline, seventh grade units, and eighth grade units. The lesson plans are presented in four columns: objectives, learning experiences, generalizations, and teaching materials. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives and activities are listed in the lesson plans. **INSTRUCTIONAL MATERIALS:** Texts, films and other materials are listed in the lesson plans for each unit. A list of resources is also included. **STUDENT ASSESSMENT:** No special provision is made for evaluation. (MBM)

ED 050 053

SP 007 097

Home Economics Curriculum Guide. Tentative Supplement No. 3. All-Purpose Teaching of Home Economics, Grades 7, 8, and 9.

Gary City Public School System, Ind.

Pub Date 64

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors: *Clothing Instruction, *Curriculum Guides, *Foods Instruction, Grade 7, Grade 8, Grade 9, *Home Economics, *Secondary Education

GRADES OR AGES: Grades 7, 8, and 9. **SUBJECT MATTER:** Home economics. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes identification of an all-purpose teaching program, content areas and rotation of students, space and equipment, an all-purpose floor plan, and guidelines for meeting pupil needs. The units for each grade are presented in three columns: objectives, learning experiences, and generalizations. A closing section lists the advantages and limitations of the all-purpose teaching program. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives and learning experiences are listed in the lesson plans for each grade. **INSTRUCTIONAL MATERIALS:** Details are given of space and equipment required for foods, laundry and work room, living room, clothing, child care, and supplementary space. There is also a professional bibliography. **STUDENT ASSESSMENT:** No special provision is made for evaluation. (MBM)

ED 050 054

SP 007 100

Mohamed, John A., Ed.

Art K-6. A Guide for Teachers.

Gary City Public School System, Ind.

Pub Date 69

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Art, *Art Appreciation, *Art Education, Artists, *Curriculum Guides, *Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten

GRADES OR AGES: K-6. **SUBJECT MATTER:** Art. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes messages for the art teacher and classroom teacher, hints for new teachers, charts showing progressive skill levels and awareness and skill, a work sheet for long range planning, a suggested outline for an art lesson plan, and comments and suggestions concerning each of the areas in the lesson plan. The subject matter is grouped for grades 1 and 2, 3 and 4, 5 and 6. Each section is set out in four columns—processes and media, learning activities, performance skills, and words and terms. Separate sections deal with activities and the cultural enrichment (art appreciation) program. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The objectives for each course are detailed in the performance skills column. Learning activities are listed for each course, and a separate chapter gives additional information on activities. **INSTRUCTIONAL MATERIALS:** Materials are listed in the processes and media column for each course. Additional information includes details of fine art prints, sculpture, music, literature, films, a bibliography, and list of publishers. **STUDENT ASSESSMENT:** Brief suggestions are given for evaluating the child's skills. (MBM)

ED 050 055

SP 007 102

Starr, John W., 3rd., Ed.

Mathematics in the Elementary School.

Gary City Public School System, Ind.

Pub Date 67

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Curriculum Guides, *Elementary School Curriculum, *Elementary School Mathematics, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Mathematics, *Mathematics Curriculum

GRADES OR AGES: Grades 1-6. **SUBJECT MATTER:** Mathematics. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes an explanation of the new approach to teaching math and diagnostic tests (mathematics essentials inventories) for each grade. The main body of the guide deals with the

concepts and contents of the program under the following headings: numbers and numerals, sets and sentences, whole numbers, rational numbers, measurement and money, geometry, other systems and bases, and problem solving. Each topic is subdivided by grade level. A final section deals with precision in the use of the mathematics vocabulary. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The overall objectives are listed at the beginning of the section on concepts and content, with more detailed objectives in the subdivisions of each topic. Sample activities are given on all topics for each grade. **INSTRUCTIONAL MATERIALS:** Bibliographies for children and teachers are provided. **STUDENT ASSESSMENT:** The mathematics essentials inventories are intended to be used as diagnostic and evaluative instruments. (MBM)

ED 050 056

SP 007 103

Mathematics Curriculum Guide. Basic Mathematics 9-12.

Gary City Public School System, Ind.

Pub Date 68

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Curriculum Guides, Grade 9, Grade 10, Grade 11, Grade 12, *High School Curriculum, *Mathematics, *Secondary School Mathematics

GRADES OR AGES: Grades 9-12. **SUBJECT MATTER:** Basic mathematics. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has three main sections—general mathematics, applied mathematics, and senior mathematics. The material in each section is set out in four columns—major areas, significant anticipated outcomes, observations and suggestions, and references and films. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives are listed at the beginning of each section. The content of the major areas is described but activities are not specified in detail. **INSTRUCTIONAL MATERIALS:** Texts, films, and filmstrips are listed for the major areas, and a bibliography and list of film distributors is given at the end of each section. **STUDENT ASSESSMENT:** A multiple choice test is included for use in evaluating basic concepts of mathematics studied in each of the three sections. (MBM)

ED 050 057

SP 007 104

Mathematics Curriculum Guide. Mathematics IV.

Gary City Public School System, Ind.

Pub Date 69

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors: *Achievement Tests, *Curriculum Guides, *Grade 12, *Mathematics, *Secondary School Mathematics

GRADES OR AGES: Grade 12. **SUBJECT MATTER:** Mathematics. **ORGANIZATION AND PHYSICAL APPEARANCE:** The subject matter is presented in four columns: major areas, significant outcomes, observations and suggestions, and films and references. The topics include: sets—relations—functions, circular functions, graphs of circular functions, inverses of circular functions, trigonometric functions of angle measures, introduction to vectors, the polar plane, complex numbers, and infinite series. The guide is mimeographed and spiral bound, with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives for each major area are stated in behavioral terms. Activities are suggested but not listed in detail. **INSTRUCTIONAL MATERIALS:** Textbook references are given for each major area and there is a brief bibliography. No audio-visual materials are listed. **STUDENT ASSESSMENT:** Tests on major areas, with answers are included. (MBM)

ED 050 058

SP 007 105

Mathematics Curriculum Guide. First and Second

Course in Algebra. Supplement No. 2.

Gary City Public School System, Ind.

Pub Date 66

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors: *Algebra, *Curriculum Guides, *Grade 9, *Grade 10, *Mathematics, Secondary School Mathematics

GRADES OR AGES: Grade 9 and 10 (first and second courses). **SUBJECT MATTER:** Algebra. **ORGANIZATION AND PHYSICAL AP-**

PEARANCE: The material for each grade is presented in four columns: major areas, significant anticipated outcomes, observations and suggestion, and references and films. The topics covered in the first course include reviews of set concepts and numbers, variables, expressions and open sentences, axioms and their use with equations, directed numbers, polynomials, algebraic fractions, systems of linear equalities and inequalities, real numbers, relations, functions and variations, quadratic equations and inequalities, and introductory geometry and trigonometry. The second course includes set concepts and structure of the real number system, polynomials and rational expression, relations and functions, quadratic equations and relations, exponential and logarithmic functions, progressions and binomial expansions, polynomials functions, matrices and determinants, and permutations, combinations and probability. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives are listed for each topic. **INSTRUCTIONAL MATERIALS:** Textbooks and audio-visual materials are listed for each topic, with a fuller listing at the end of each course. **STUDENT ASSESSMENT:** No provision is made. (MBM)

ED 050 059 SP 007 106

Geometry, Mathematics Curriculum Guide.

Gary City Public School System, Ind.

Pub Date 68

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Geometry, *Mathematics, *Secondary Education, *Secondary School Mathematics

GRADES OR AGES: Secondary. **SUBJECT MATTER:** Geometry. **ORGANIZATION AND PHYSICAL APPEARANCE:** The subject content of the guide is arranged in four columns—major areas, significant outcomes, observations and suggestions, references and films. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are listed in the introductory material, with more specific objectives in the significant outcomes columns. Activities are not listed in detail. **INSTRUCTIONAL MATERIALS:** Texts, films, and filmstrips are listed for the major areas, and there is a brief bibliography. **STUDENT ASSESSMENT:** A multiple choice test, with answers, is included to provide a means of evaluation. (MBM)

ED 050 060 SP 007 107

Starr, John W., 3rd., Ed.

Basic Curriculum Guide—Science, Grades K-6.

Gary City Public School System, Ind.

Pub Date 68

Note—144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Elementary School Science, *Elementary Science, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Science Curriculum, *Science Education

GRADES OR AGES: K-6. **SUBJECT MATTER:** Science. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is in two parts—the background, philosophy, and instructional principles of science teaching, including a resource unit model, and the development by grade level of the various basic scientific concepts. The guide also includes information of audio-visual materials, children's book lists, and vocabulary lists. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The objectives of the program are described in considerable detail in chapter 2, and additional objectives are included in the program for each grade. Specific activities for each grade are not listed, but cross-references are provided to the American Book Company and the Macmillan Book Company Science Series. **INSTRUCTIONAL MATERIALS:** A list of apparatus and equipment is included, also bibliographies for children and teachers, and a film list. **STUDENT ASSESSMENT:** Evaluation is discussed in part 1, under the following headings: teacher observation and judgment, ratings of children's work, descriptive evaluations, informal teacher-made tests, essay questions, and objective questions. (MBM)

ED 050 061 SP 007 108

Starr, John W., 3rd., Ed.

Resource Handbook—Animals. A Supplement to Basic Curriculum Guide—Science, Grades K-6.

Gary City Public School System, Ind.

Pub Date 68

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Animal Behavior, *Curriculum Guides, *Elementary School Curriculum, *Elementary School Science, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Science Education

GRADES OR AGES: Grades K-6. **SUBJECT MATTER:** Science; animals. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into the following sections: initiatory activities; developmental activities, evaluation, vocabulary, children's books, and films. **OBJECTIVES AND ACTIVITIES:** Fifty-one concepts are included in the section on developmental activities. Details of activities are given for each concept. **INSTRUCTIONAL MATERIALS:** Materials required are described in the various activities. The extensive bibliography and film list are annotated. **STUDENT ASSESSMENT:** Samples of evaluation items are included to help the teacher develop an informal testing program. (MBM)

ED 050 062 SP 007 109

Starr, John W., 3rd., Ed.

Resource Handbook: The Earth. A Supplement to Basic Curriculum Guide—Science, Grades K-6.

Gary City Public School System, Ind.

Pub Date 68

Note—178p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, *Elementary School Curriculum, *Elementary School Science, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Science Education, *Science Units

GRADES OR AGES: Grades K-6. **SUBJECT MATTER:** Science; the earth. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is in three main parts: 1) atmosphere; 2) lithosphere; and 3) hydrosphere. Each section is subdivided into initiatory activities, developmental activities, evaluations, vocabulary, children's books, and films. The guide is mimeographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** In each section the developmental activities are described in detail and the objective is stated for each. **INSTRUCTIONAL MATERIALS:** The materials needed for each activity are listed. The extensive bibliographies and film lists are annotated. **STUDENT ASSESSMENT:** Samples of evaluation items are included to help the teacher develop an informal testing program. (MBM)

ED 050 063 SP 007 110

Starr, John W., 3rd., Ed.

Resource Handbook—Matter and Energy. A Supplement to Basic Curriculum Guide—Science, Grades K-6.

Gary City Public School System, Ind.

Pub Date 68

Note—237p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Guides, Elementary School Curriculum, *Elementary School Science, *Energy, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Matter, *Science Education, Science Units

GRADES OR AGES: Grades K-6. **SUBJECT MATTER:** Science; matter and energy. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into the following six units: 1) Composition of Matter, with 27 concepts; 2) Light, with 20 concepts; 3) Heat, with 14 concepts; 4) Sound, with 12 concepts; 5) Electricity and Magnetism, with 17 concepts; and 6) Friction and Machines, with 11 concepts. Each unit is subdivided into initiatory activities, developmental activities, evaluation, vocabulary, children's books, and films. The guide is mimeographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Activities are given for each concept in the six units. The objectives involve an understanding of the concepts and a correct interpretation of the results of the experiments. **INSTRUCTIONAL MATERIALS:** The materials needed for each activity are listed. The bibliographies and film lists included in each unit are annotated. **STUDENT ASSESSMENT:**

Samples of evaluation items are included in each unit to help the teacher develop an informal testing program. (MBM)

ED 050 064 SP 007 111

Starr, John W., 3rd., Ed.

Resource Handbook—Plants. A Supplement to Basic Curriculum Guide—Science, Grades K-6.

Gary City Public School System, Ind.

Pub Date 68

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Botany, *Curriculum Guides, Elementary School Curriculum, *Elementary School Science, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Plant Science, *Science Education, Science Units

GRADES OR AGES: Grades K-6. **SUBJECT MATTER:** Science; plants. **ORGANIZATION AND PHYSICAL APPEARANCE:** This guide is divided into the following sections: initiatory activities, developmental activities with 36 concepts, evaluation, vocabulary, children's books, and films. The guide is mimeographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Activities are listed for each of the concepts. The objectives involve an understanding of the concepts and a correct interpretation of the results of the experiments. **INSTRUCTIONAL MATERIALS:** The material needed for each activity is listed. The bibliography and film list are both annotated. **STUDENT ASSESSMENT:** Samples of evaluation items are included to help the teacher develop an informal testing program. (MBM)

ED 050 065 SP 007 112

Starr, John W., 3rd., Ed.

Resource Handbook—Space Beyond the Earth. A Supplement to Basic Curriculum Guide—Science, Grades K-6.

Gary City Public School System, Ind.

Pub Date 68

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Astronomy, *Curriculum Guides, Elementary School Curriculum, *Elementary School Science, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Science Education, *Science Units

GRADES OR AGES: Grades K-6. **SUBJECT MATTER:** Science; space. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into four units: 1) the sun, earth, and moon; 2) stars and planets; 3) exploring space; 4) man's existence in space. Each unit includes initiatory and developmental activities. There are also sections on evaluation, vocabulary, children's books, and films. The guide is mimeographed and spiral-bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Details of activities are given for each concept in the four units. Objectives involve an understanding of the concepts and of the results of the various experiments. **INSTRUCTIONAL MATERIALS:** Materials required for each activity are described. The extensive bibliography and film list are annotated. **STUDENT ASSESSMENT:** Samples of evaluation items are included to help the teacher develop an informal testing program. (MBM)

ED 050 066 SP 007 113

Biology I. Science Curriculum Guide, Grades 9-10.

Gary City Public School System, Ind.

Pub Date 68

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Biology, *Curriculum Guides, *Grade 9, *Grade 10, Science Curriculum, *Secondary School Science

GRADES OR AGES: Grades 9 and 10. **SUBJECT MATTER:** Biology I. **ORGANIZATION AND PHYSICAL APPEARANCE:** After the introductory material and a bibliography of reference materials and teaching aids, the guide is divided into four units: 1) The Historical Development of Biology, 2) Unity of Patterns of Living Things, 3) Diversity of Structure and Functions, 4) Continuity of Life. The material for each unit is set out in four columns: concept, content, suggested activities, and resource materials. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** Objectives are listed at the beginning of each unit. Activities are listed for each unit. IN-

STRUCTURAL MATERIALS: A list of basic textbooks, reference materials and teaching aids is provided at the beginning of the guide. Specific references to resource materials are given in each unit. **STUDENT ASSESSMENT:** Published tests to be used at the end of each unit are indicated, but no other evaluation is included. (MBM)

ED 050 067 **SP 007 146**

Creative Art in Wyoming Schools, K-12.

Wyoming State Dept. of Education, Cheyenne.

Pub Date 70

Note—248p.

Available from—Dept. of Education, Cheyenne, Wyoming

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors: *Art Activities, *Art Education, Art Materials, *Art Teachers, Ceramics, *Creative Art, Freehand Drawing, *Guides, Painting, Sculpture

GRADES OR AGES: K-12. **SUBJECT MATTER:** Creative art. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has the following main sections—an introduction to art education, elementary art programs, junior high art program, senior high art program, appendixes (supplies and equipment, audio-visual materials, exhibits, book and periodicals, and glossary). There are many illustrations, some color. The guide is printed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The guide is intended to strengthen art education by helping teachers develop creative art expression in their students. Both general principles and specific activities are detailed in the guide in relation to a wide variety of media. **INSTRUCTIONAL MATERIALS:** Details of materials required are given for each activity, the nature of the various media is discussed, recipes are given for certain pastes and prints, and an appendix lists supplies and materials needed in elementary and upper grades. **STUDENT ASSESSMENT:** Some sample evaluations are given in the text, but no attempt is made to provide firm guidelines for evaluation. (MBM)

ED 050 068 **SP 007 147**
Framework for the Social Studies in Wyoming, Grades K-12. A Guide for Curriculum Development.

Wyoming State Dept. of Education, Cheyenne.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 69

Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Anthropology, *Curriculum Guides, Economics, *Elementary School Curriculum, Geography, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, History, Kindergarten, Political Science, *Secondary Education, Social Psychology, *Social Studies, Sociology

GRADES OR AGES: K-12. **SUBJECT MATTER:** Social studies. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes sections on curriculum improvement, new social studies, and scope and sequence. A suggested conceptual framework for the program is presented in the form of a chart, with columns for history, anthropology-sociology, political science, economics, geography, and social psychology. A gatefold scope and sequence chart is arranged by grade levels, as are the charts for skills. Four sample units deal with the needs of a neighborhood, India, a desert environment, and forest regions. Appendixes include objectives for instruction, instructional grouping, controversial issues in the social studies, and thoughts on citizenship education. The guide is printed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** General objectives are set out in the introductory material and on the scope and sequence chart. More specific objectives are included in the skills chart. Detailed activities are included in the sample units. **INSTRUCTIONAL MATERIALS:** Suggested resources are listed for each of the sample units and there is also a selected bibliography. **STUDENT ASSESSMENT:** A brief chapter on evaluation outlines the main questions to be considered by the teacher in evaluating the student. (MBM)

ED 050 069

Woods, John B., Ed.

Physical Education and Health Education for Wyoming Elementary Schools, Grades Kindergarten-Six.

Wyoming State Dept. of Education, Cheyenne.

Pub Date 69

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Curriculum Guides, Dance, *Elementary School Curriculum, *Exercise (Physiology), Games, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Health Education, Kindergarten, *Physical Education, Tumbling

Identifiers: *Kirchner Physical Fitness Test Battery

GRADES OR AGES: K-6. **SUBJECT MATTER:** Physical education and health education. **ORGANIZATION AND PHYSICAL APPEARANCE:** There are 10 main sections—1) the elementary school program—organization and administration; 2) movement exploration and education; 3) rhythmic activities; 4) games; 5) stunts, tumbling, trampoline, and apparatus; 6) individual, dual, and small group activities; 7) evaluation in physical education; 8) physical activity and recreation for the atypical; 9) growth and development of elementary school children; and 10) a reference chapter on health education. A suggested initiation chart is provided for chapters 3, 4, 5 and 6, showing the grade levels for the various activities. Appendixes include a selected annotated bibliography, factors important in executing skills, demonstration lessons, free and inexpensive materials, rhythm materials, and the Kirchner Physical Fitness Test Battery. The guide is printed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The overall objectives are included in the introduction. Specific objectives are included with the activities in each section. Very detailed instructions are given for activities, including dances, games, and gymnastics. **INSTRUCTIONAL MATERIALS:** Material required is specified for the various activities. A list of other materials is included in Appendixes D and E. **STUDENT ASSESSMENT:** Section 7 is devoted to evaluation, and physical fitness and self-testing activities. (MBM)

ED 050 070 **SP 007 149**

Wyoming Mathematics Curriculum Guide, Grades K-6.

Wyoming State Dept. of Education, Cheyenne.

Pub Date 69

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors: *Behavioral Objectives, *Curriculum Guides, *Elementary School Mathematics, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Kindergarten, *Mathematical Concepts, *Mathematics Curriculum, *Mathematics Materials

GRADES OR AGES: K-6. **SUBJECT MATTER:** Mathematics. **ORGANIZATION AND PHYSICAL APPEARANCE:** There are three chapters: 1) Scope and Sequence—the spiral approach to learning, using the scope and sequence, scope and sequence charts, and glossary for teachers; 2) objectives in Mathematics—behavioral objectives for elementary mathematics and evaluation in elementary mathematics; 3) Resources for Teachers. The scope and sequence charts are on gatefolds. The guide is printed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The general objectives are set out, followed by sample behavioral objectives for each grade. The scope and sequence charts suggest activities for each grade but do not attempt to provide a detailed lesson plan. **INSTRUCTIONAL MATERIALS:** Chapter 3 contains extensive information on materials, under the headings: concrete materials for use with children, books for primary children, books for intermediate children, films, filmstrips, manipulative devices, programmed instruction materials, teacher's resource materials, teaching tapes, and transparencies. **STUDENT ASSESSMENT:** Chapter 2 includes a section on three types of evaluation and lists the questions to be considered in the process. (MBM)

ED 050 071 **SP 007 150**
Wyoming Mathematics Curriculum Guide, Grades 7-12.

Wyoming State Dept. of Education, Cheyenne.

Pub Date 70

SP 007 148

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors: *Auto Mechanics (Occupation), *Curriculum Guides, Electronics, Engineering Drawing, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12, Graphic Arts, *Industrial Education, *Mathematics, *Secondary School Mathematics, Trade and Industrial Education, *Vocational Education

GRADES OR AGES: 7-12; **SUBJECT MATTER:** Mathematics. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide has an introduction and four chapters: 1) A Sample Mathematics Curriculum; 2) The Exceptional Student in Mathematics; 3) Mathematics Components for Comprehensive Occupational Education; 4) Reference Materials. The guide is printed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The guide makes no attempt to detail objectives or activities for each grade. General outlines are given for the low achiever and the mathematically talented in chapter 2. Chapter 3 lists activities and the related mathematical concepts for auto mechanics, electronics (electricity-radio), graphic communications, hospitality occupations, industrial drawing and drafting, and metal processing occupations. **INSTRUCTIONAL MATERIALS:** Chapter 4 lists texts, pamphlets, periodicals, sources of free and inexpensive materials, sources of transparencies for the overhead projector, sources of models and equipment, computer training kits, computer companies, and toys, games, and puzzles for learning mathematics. **STUDENT ASSESSMENT:** No specific provisions are made for evaluation. (MBM)

ED 050 072 **SP 007 208**

Mathematics Guide, K-12.

Volusia County Board of Public Instruction, De Land, Fla.

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors: *Curriculum Guides, *Elementary Grades, *Kindergarten, *Mathematics Curriculum, *Secondary Grades

GRADES OR AGES: K-12. **SUBJECT MATTER:** Mathematics. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into numerous straight-text chapters interspersed with diagrams and charts. It is xeroxed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** General objectives for mathematics are outlined in an introductory section. More specific objectives are listed for three levels: grades K-6, 7-9, and 10-12. Subsequent chapters present a method for grouping students into four levels on the basis of ability and for selecting textbooks for each level. Detailed content sequence charts for grades K-6 keyed to two different textbook series are included. Content suggestions for grades 7-9 and 10-12 are brief and general. Several appendixes contain lists of suggestions for mathematics projects. No mention is made of appropriate grade or ability level for these activities. A special section gives hints on helping slow learners. **INSTRUCTIONAL MATERIALS:** No mention, except of standard textbooks. **STUDENT ASSESSMENT:** Guidelines suggest the use of both standardized and teacher-made tests. Several sample diagnostic tests are included. (RT)

ED 050 073 **SP 007 210**

Fitness and Physical Education Guide, Grades 7-12.

Volusia County Board of Public Instruction, De Land, Fla.

Pub Date 68

Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors: *Curriculum Guides, *Physical Education, *Secondary Grades

GRADES OR AGES: Grades 7-12. **SUBJECT MATTER:** Physical Education. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into several straight-text chapters interspersed with lists and diagrams. It is mimeographed and spiral-bound with a paper cover. **OBJECTIVES AND ACTIVITIES:** No specific objectives are mentioned. The major portion of the guide consists of lists and detailed descriptions of activities for each grade level. Activities include games, gymnastics, and dance. **INSTRUCTIONAL MATERIALS:** Materials needed for an activity are listed in the activity description. In addition, the guide includes a list of necessary supplies and equipment and a short bibliography

of teaching aids. **STUDENT ASSESSMENT:** Guidelines for methods of evaluating and grading and detailed descriptions of numerous skill tests are included. (RT)

TE

ED 050 074 TE 000 951

Simon, Myron, Ed. Donaldson, Robert, Ed.
Issues in the Teaching of Poetry.
Michigan Council of Teachers of English, St. Joseph.
Pub Date Oct 66
Note—68p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801. Stock No. 03203, \$1.75

Journal Cit—*Journal of the Michigan Council of Teachers of English*; n1 p1-68 Oct 1966

Document Not Available from EDRS.

Descriptors—College Instruction, Critical Reading, *English Instruction, Figurative Language, Grammar, *Instructional Improvement, Language, Language Styles, Linguistics, *Literary Analysis, Literary Conventions, Literary History, *Poetry, Secondary Education, Semantics, Tagmemic Analysis, *Teaching Techniques, Vocabulary

The teaching of poetry in secondary and undergraduate classrooms is the subject of the six articles in this publication. Robert Donaldson states that exercises which help students understand the power of language are useful preludes to a semantic approach to poetry. Michael J. Cardone upholds the use of biographical and external evidence in the study of poetry. Myron Simon indicates that the discussion of poetry in the secondary school ought to be almost entirely analytical. Eric M. Zale calls for the use of grammatical analysis, lexical analysis, and tagmemic theory in the study of poetry. John G. Blair points out the need for sensitivity to prosody in understanding and teaching poetry. Sheridan Baker, in the final article, discusses metrical terminology and refers to recent books on the subject. (JS)

ED 050 075 TE 002 277

Kowitz, Albert Clay
The Effect of Varying Amounts of Factual Information on the Acceptance of Propositions of Fact and Policy.

Pub Date 69
Note—135p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-7474, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Communication (Thought Transfer), *Critical Thinking, *Listening, Rating Scales, *Speech

The purpose of this study was to examine the effect of messages composed of statements of fact on the acceptance of propositions of fact and policy and, on the basis of findings, to develop a scientific theory of message content. Subjects listened and responded to messages on three topics which contained either one, two, or three units of information. The same information was used to support propositions of both fact and policy. Subjects were then asked to rate the facts on two dimensions of truthfulness and favorableness before and after listening to the messages. It was found that (1) perceived truthfulness of factual information was strongly associated with the individual's acceptance of related propositions, (2) the more the subjects perceived statements of fact to be true, the greater was their acceptance (or rejection) of related propositions of policy, (3) significant differences in acceptance of propositions of fact and policy did not occur when the amount of factual information was varied, and (4) attitude on a topic was weakly associated with the acceptance of propositions of policy related to that topic. (Author/JM)

ED 050 076 TE 002 279

Drdek, Richard E.
Stimulating Oral Expression with Preschool Children.

New York State English Council, Oswego.

Pub Date Oct 70

Note—11p.

Journal Cit—*English Record*; v21 n1 p53-63 Oct 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Language Arts, *Language Development, Language Enrichment, *Language Fluency, Language Learning Levels, Language Skills, Oral Expression, *Perceptual Development, *Preschool Children, *Preschool Programs

After experimenting extensively with a large assortment of classroom aids, e.g., blocks and rhythm instruments to stimulate the oral expression of preschool children, it was found that far less language expression resulted than had been anticipated. When those experiments which had been mildly successful were evaluated, it was decided that young children needed to learn how to look at pictures, what to look for, and what the whole and the parts of objects were called. Since learning began with perceiving, preschool children seemed to require large numbers of guided perceptual experiences in which they could see, hear, and feel the materials while their attention was being called simultaneously to the differentiating characteristics of each object. Relative success was then achieved in stimulating oral expression with such classroom materials as blocks, photographs, magnets and shapes, and a terrarium because the children's perceptions had been carefully guided toward the uniqueness of each aid as the peculiarities were labeled and discussed. These experiences seemed to indicate that all classroom materials should be introduced to young children on the perceptual level primarily as language materials in which the clues are used and reused to reinforce their context. (JB)

ED 050 077 TE 002 300

Fillion, Bryant Paul
Rhetoric as Symbolic Action: An Explication of Kenneth Burke's Theory of Rhetoric and Its Implications for the Teaching of Rhetoric in Secondary Schools.

Pub Date 69
Note—218p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-8559, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Educational Objectives, *Persuasive Discourse, *Rhetoric, Rhetorical Criticism, *Secondary Education, Symbols (Literary), *Teaching Procedures

Identifiers—*Burke (Kenneth)

The purpose of this study was to organize, synthesize, and explain Kenneth Burke's Title I; the uses of Title I; Process for developing Title I proposals—responsible to rhetoric instruction in the secondary schools. Sections contain (1) a chronological survey of Burke's writing, (2) a consideration of rhetoric as a primary dimension of language, (3) an explanation of the role of dialectic transcendence in achieving symbolic unity, and (4) a discussion of a Burkean teaching rhetoric (a humanistic approach to the study of the rhetorical, persuasive uses of language) which can be translated into teaching objectives and instructional procedures. (Author/JM)

ED 050 078 TE 002 325

Hayden, Gretchen Purtell
A Descriptive Study of the Treatment of Personal Development in Selected Children's Fiction Books Awarded the Newbery Medal.

Pub Date 69
Note—303p.; Ed.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-19,060, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Characterization (Literature), *Children's Books, *Content Analysis, Fiction, *Individual Development, Interpersonal Relationship, Literary Analysis, Personal Adjustment, Personality Development, Problem Solving, Self Actualization

Identifiers—*Newbery Medal Books

This study analyzed how authors of selected books present their main character with regard to his personal development problems, how he resolves them, and what happens to his personal development in the process. On the basis of which Newbery Medal Award books were best suited for a study of how the main character

develops, "Up A Road Slowly," "And Now Miguel," "It's Like This, Cat," and "Johnny Tremain" were selected. The analysis was done through a series of precis, excerpts and analyses followed by a summary of findings. The schemata used for handling the data was developed on the basis of what psychologists, psychiatrists, sociologists, philosophers, and educators state are important concerns in child development. Though the books have diverse settings and problems treated, each has pervasive themes involving (1) difficulty of establishing good relationships between adult and child, (2) need for a mode of morality, (3) importance of support from another, (4) acceptance of self and others, (5) respect for authority, (6) ability to handle one's own problems, (7) necessity for cooperation, and (8) planning for short or long term goals. Findings suggested that good books offer a reader the chance to live vicariously and help him perceive alternatives in his struggle to balance his needs with society's. (Author/DD)

ED 050 079 TE 002 326

Grise, Robert Newman
The English Teacher in Kentucky: A Study of the Academic and Professional Preparation of Public High School Teachers of English in Kentucky.

Pub Date 63
Note—Ed.D. Dissertation, University of Kentucky
Available from—Available for consultation at the University of Kentucky Library

Document Not Available from EDRS.

Descriptors—*English Education, *Secondary Education, *State Standards, Teacher Certification, *Teacher Education, *Teacher Evaluation, Teacher Experience, Teacher Qualifications

Identifiers—*Kentucky

The purpose of this study was to discover and describe existing standards of preparation for teachers of English in Kentucky, to gather and organize data on the characteristics of the public high school teacher of English in Kentucky, and to compare certain of the characteristics of these teachers to the standards of preparation. Most data were obtained from teacher education and certification files, and the annual high school reports for 1961-62 to the Kentucky Department of Education. Procedure consisted of identifying related studies and existing standards, gathering data on the total population of teachers of English in Kentucky in 1961-62, selecting a random sample for intensive study, and analyzing the data by electronic computer. It was found that, of the 2,146 public high school teachers of English in Kentucky, 55% had English areas or majors; 24% had English minors. Of the random sample of 215 teachers, 79% had secondary certificates. Application of the standards of the Kentucky Council of Teachers of English revealed that less than one half had the minimum number of semester hours in composition, grammar, and literature; only 20% also had the recommended minimum number of hours in allied language arts. Only 4% were able to meet the specific course requirements within the sections of the Kentucky Council's recommended program. (Author/DD)

ED 050 080 TE 002 333

Edwards, Edna Earl
A Comparison of Factors Affecting the Success of Athletes in Selected Junior Novels and Biographies.

Pub Date 69
Note—222p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-16,326, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Athletics, Biographies, *Literature, Novels, *Realism, *Relevance (Education), *Secondary Education

Based on the apparent need for high school English programs to have more appeal and relevance for the male adolescent and the idea that sports literature can help fill that need, this study compared the factors contributing to the success of athletes in recent junior novels and biographies popular with the adolescent. The purpose was to determine how realistic the novels are in their treatment of successful athletes and to gain insight into what function sports literature may have for the adolescent. Ten representative

novels and biographies were selected for analysis. After defining the successful athlete and the factors contributing to his success, each athlete treated in the selected works was rated on a numerical scale and comparisons were made. The conclusions indicated that junior novels are realistic in their portrayal of successful athletes, for factors contribute to success in much the same way in the two genres. Some other conclusions concerning sports literature for adolescents were that (1) there is an abundance of sports literature recommended by the authorities on literature for adolescents, (2) both genres indicate that success in athletics requires many of the same qualities and efforts that success in other fields requires, and (3) both genres deal with problems considered most crucial to adolescents. (Author/DD)

ED 050 081

TE 002 337

Shipow, Emanuel

A Comparative Study of the Integration of Theatre and Drama into Education: Moscow, London, and Los Angeles.

Pub Date 70

Note—367p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-19,894, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Drama, Dramatics, *Educational Programs, *Program Evaluation, Program Improvement, *Theater Arts

Identifiers—London, Los Angeles, Moscow

This dissertation presents the most educative, feasible, and economical methods for integrating theatre and drama into education. Theatre- and drama-in-education programs in Moscow, London, and Los Angeles were observed, evaluated, and analyzed, and findings synthesized. These data were obtained through readings, questionnaires, interviews, and observations of programs in progress. Robert E. Stake's model for evaluation was utilized to record the intended antecedents, transactions, and outcomes of these programs. These factors were matched for congruence with the observed antecedents, transactions, and outcomes. A relative comparison was then made of the descriptive data from one program to another, with an absolute comparison to standards of excellence. On the basis of the findings in Moscow and London, recommendations were made: creating a position, a Coordinator of Cultural Resources, who would promote theatre and drama in the schools and community; promoting support and subsidy for the theatre by educating the public; building a viable theatre and drama program in the schools; providing assistance in drama to teachers; organizing a volunteer actor-teacher performing company; and enlisting professional companies to perform for students. (Author/DD)

ED 050 082

TE 002 339

Sherwin, J. Stephen

Research and the Teaching of English.

New York State English Council, Oswego.

Pub Date Dec 70

Note—9p.

Journal Cit—English Record; v21 n1 p35-43 Dec 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition Skills (Literary), *English Instruction, *Grammar, Language Arts, Latin, *Research, Research Utilization, Sentence Diagramming, *Spelling, Spelling Instruction, Structural Analysis, Syllables, Vocabulary

A survey of well-substantiated research in several areas of teaching language arts revealed that (1) teaching traditional diagramming is a time-consuming task which does not improve the efficiency or effectiveness of student writing skills; (2) the study of Latin does not necessarily increase a student's English vocabulary or improve his ability to write English or to learn another foreign language, although it may help in his mastery of English spelling; (3) formal grammar instruction or the mere frequency of writing assignments do not aid students in achieving writing proficiency; and (4) spelling instruction need not rely upon rules, emphasize the "hard spots," or dwell upon syllabication, but should adopt the test-study method as superior to the study-test

method. English teachers should become more aware of research—its necessity and its results. (JMC)

ED 050 083

TE 002 350

Wells, Judith

A Study of the Effects of Systematic Desensitization on the Communicative Anxiety of Individuals in Small Groups.

Pub Date Jun 70

Note—76p.; M.A. Thesis, San Jose State College
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Variance, *Anxiety, *Behavior Patterns, *Interpersonal Competence, *Oral Communication, Psychological Studies

Communicative anxiety, its corresponding avoidance behavior, and the relationship of the two to communication performance in the small group are investigated. Various definitions of anxiety are discussed. Objectives of the study are to increase knowledge in the area of anxiety reduction, avoidance behavior and communication performance by (1) widening the use of Systematic Desensitization (S.D.) to include all levels of anxiety, (2) broadening the technique by utilizing S.D. in the classroom, (3) increasing knowledge of the behavioral effects of S.D. by measuring the amount of interaction that takes place in a small group discussion after S.D. has been employed. Two control and two S.D. groups of college students were tested. Pre and Posttest analyses of variance of their anxiety level were performed. Results indicate that no significant interaction effect could be found between anxiety level and treatments for low and middle level anxiety subjects, but that it could be found for high level ones. (CK)

ED 050 084

TE 002 353

Hopper, Robert

Expanding the Notion of Competence: Some Implications for Elementary Speech Programs.

Pub Date Dec 70

Note—12p.; Paper presented at the Speech Communication Association Annual Meeting (56th, New Orleans, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, *Elementary Education, Language Development, *Linguistic Competence, Linguistic Performance, *Psycholinguistics, *Speech Education, Structural Grammar

Applications of research in psycholinguistics, particularly Noam Chomsky's research, have suggested some drastic innovations in the practices of both the classroom teacher and the child development researcher. For example, more emphasis is needed upon asking what a speaker knows about the grammar of the language with less concern about how information is learned, and more emphasis should be on what a child knows intuitively about grammatical structures at a given time with less emphasis upon his articulation and vocabulary. In such a process, teachers would use activities to increase children's linguistic competence and performance, and assist them in learning, acquiring, and using their grammar. These practical changes in emphasis would support the concept of linguistic competence as well as encompass the notion of developing the child's competence in the rules of social speech usage. Information from research also suggests that grammar should be taught as a tool for accomplishing relevant goals, thus changing instructional techniques from learning by rote to learning how language functions. This information provides an increased understanding of the child's patterns of development and also emphasizes the rules of usage. It therefore produces a more realistic framework for elementary programs in speech and oral language. (JM)

ED 050 085

TE 002 354

Ralph, David C. Goss, Blaine

Implementing a Systematic Desensitization Laboratory.

Pub Date Dec 70

Note—10p.; Paper presented at the Speech Communication Association Annual Meeting (56th, New Orleans, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, College Instruction, *Communication (Thought Transfer), *Communication Problems, Program Descriptions, *Public Speaking, *Training Techniques

Identifiers—*Systematic Desensitization Training

A systematic desensitization therapy program to reduce anxiety in speakers has been developed and implemented at Michigan State University for those students in basic speech courses who have been identified by "The Personal Report of Communication Apprehension" (PRCA) as having severe speech anxiety and thus being in need of Systematic Desensitization (SD) training. Subjects, in groups of five or six, participated in five 1-hour sessions which featured relaxation exercises designed to reduce anxiety in certain communication situations. An analysis of pretest and post-test scores on the PRCA indicated that students who were involved in SD training were significantly less anxious and more relaxed than those who were eligible for the program, but did not participate. (Materials include PRCA test forms and specific suggestions for setting up an inexpensive SD laboratory.) (JM)

ED 050 086

TE 002 355

Niles, Doris

Methods of Teaching Parliamentary Procedure.

Pub Date Dec 70

Note—6p.; Paper presented at the Speech Communication Association Annual Meeting (56th, New Orleans, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, Clubs, *Communication (Thought Transfer), *English Instruction, *Group Dynamics, Oral Communication, Role Playing, Secondary Education, *Speech Skills, *Writing Skills

Identifiers—*Parliamentary Procedure

The teaching of parliamentary procedure as proposed in this paper is based on three areas of instruction—expository and persuasive speaking, organizing clubs and writing constitutions, and conducting business according to the 11 principles of parliamentary procedure. These areas, usually presented in sequence, are designed to (1) teach students to think logically and to write and speak clearly and concisely, (2) provide background in the history of parliamentary law, (3) offer practice in the correct procedures for making and passing motions, and (4) give students an opportunity to organize clubs and write constitutions both as a class exercise and in real life. Frequent practice sessions, primarily using role playing and drill, are described and suggested as a means of insuring the retention of the principles and rules of parliamentary procedure. (JM)

ED 050 087

24

TE 002 358

Saemen, Ruth Ann

Effects of Commonly Known Meanings on Determining Obscure Meanings of Multiple-Meaning Words in Context. Report from the Project on Individually Guided Elementary Language Arts.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—TR-148

Bureau No.—BR-5-0216

Pub Date Sep 70

Contract—OEC-5-10-154

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Connected Discourse, *Definitions, Grade 4, *Intermediate Grades, Linguistics, *Semantics, *Syntax

This study was designed to investigate children's ability to use semantic syntax in connection with two types of meanings of polysemantic words. One hundred fourth graders ranked the familiarity of multiple definitions of 60 words given in a semantic survey. Those 34 words found to have common meanings or obscure meanings were used to construct a Words in Context Test. A second version of the test was developed using a low-association value trigram instead of the target real word. The two versions were administered to 64 subjects from three fourth-grade classes randomly assigned to experimental groups. There were consistently more errors on obscure meanings than on common meanings. The mean difference was greater with real words (-4.81) than with trigrams (-.75). Fewer errors were made with real words on common meanings, but more errors were made with real words on obscure meanings. Children's problems with obscure meanings represented by the frequent use of multiple-meaning words in sentences seem to be due to interference by better-known meanings of familiar words diverting them from the semantic

syntax. (The appendices contain the semantic survey, the Words in Context Tests, and several Statistical Tables.) (Author/DD)

ED 050 088 TE 002 360

Oral Reading: A Bulletin for Language Arts

Teachers.

Tulsa Public Schools, Okla.

Pub Date 69

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Elementary Education, Evaluation Criteria, Group Reading, Individual Reading, Instructional Materials, *Language Arts, Learning Activities, Oral Communication, Oral Expression, *Oral Reading, *Secondary Education

Considering oral reading as encompassing every occasion for reading aloud in which there is an audience and materials to be communicated orally, this bulletin is a compilation of the oral reading activities in the Tulsa school system. Sections of the bulletin focus on (1) the nature of oral reading; (2) the place of oral reading in the language arts curriculum; (3) general and specific objectives for the student; (4) a list of instructional media; (5) suggestions for instructional activities—for developing skills, for giving information, and for experiencing literature; and (6) evaluation questions. (JMC)

ED 050 089 TE 002 361

Rhetoric: A Unified Approach to English Curriculum. A Report of the English Study Committee of the Office of Field Development. Curriculum Series No. 9.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 70

Note—188p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$3.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Developmental Programs, Diachronic Linguistics, Elementary Education, *English Education, *English Programs, Higher Education, Research Projects, *Rhetoric, Secondary Education, Writing

This report is intended to focus attention on the fact that disparate forms of English communication all belong to one language and that the principles of rhetoric are central to a unified approach to the teaching of rhetoric. After describing the history of rhetoric and the need for a modern rhetoric-oriented curriculum, it presents course, unit, and lesson plans for rhetoric instruction at the elementary, secondary, and university levels. The chief recommendation of the report is for the preparation of a trial curriculum based on rhetorical principles for grades K-13, and the establishment of several other development- and research-oriented projects. The included bibliography of rhetorical literature is divided into four main parts: bibliographies, primary texts, historical and critical studies, and works of contemporary theory and practice. (DD)

ED 050 090 TE 002 362

Morris, Clyde

Communication and Conflict Resolution: A Prototype Course for Undergraduates.

Pub Date Dec 70

Note—27p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *College Instruction, *Communication (Thought Transfer), *Conflict Resolution, Dogmatism, Group Discussion, Group Dynamics, *Role Playing, *Self Concept, Speech

To provide students with experience in conflict resolution, 44 undergraduates were trained in theories and practical methods of resolving conflicts and of communicating in their relationships with family, friends of the opposite sex, roommates and peer groups. During five sessions of 3 hours each, the experimental sections explored by means of contrived situations (1) the importance of not putting one's ego "on the line," (2) destructive and constructive conflicts, (3) the problem of prejudice when seen as part of one's own psychological makeup, (4) consequences of revealing one's self to others in group discussion, and (5) the importance of labeling experiences to put them in proper context. Course evaluations

were obtained from students through a 26-item evaluation form which identified the course's strengths and weaknesses, and from a pretest and post-test questionnaire which measured changes in their dogmatism, trust, and attitudes toward communication and conflict. An analysis of these tests indicated that, although no changes occurred in the students' dogmatism scores, the group changed positively in their attitudes toward conflict, in their self awareness and insight, and in their trust of each other. Appendices include a bibliography of suggested readings on conflict resolution, materials for role playing, and evaluation forms. (JM)

ED 050 091 TE 002 363

Applbaum, Ronald L.

Rating Speech Behavior Change of Students: Objectivizing Subjective Judgments.

Pub Date Dec 70

Note—8p.; Paper presented at the Speech Communication Association Annual Meeting (56th, New Orleans, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Measurement Techniques, *Oral Communication, *Rating Scales, *Speech

To assess behavioral change in the speech of students, a test was developed which used the prior subjective experiences of teachers as a foundation for comparing student behaviors, and objectivized these experiences by developing a rating system upon which teacher observations could be scaled. Twenty raters—10 experienced and 10 inexperienced—were selected, trained, and divided into two groups. Sets of four raters then observed randomly-selected classrooms at the elementary and secondary levels for two rating periods. Results of data indicated that no statistical differences existed between judges' measurements in any of the class levels and that judges' measurements were reliable indices of communicative behavior. It was concluded that this method (1) can provide educators with a reliable means of assessing the attainment of behavioral change, (2) may function more reliably on the secondary level than on the elementary level, (3) prepares outside observers for measuring changes, and (4) is not limited to measuring change in oral communication, but may be applied to any classroom, industry, or organizational structure where behavior is the object of measurement. (JM)

ED 050 092 TE 002 364

Gordon, Susan B.

The Relationship Between the English Language Abilities and Home Language Experiences of First-Grade Children, from Three Ethnic Groups, of Varying Socioeconomic Status and Varying Degrees of Bilingualism.

Pub Date 69

Note—182p.; Ph.D. Dissertation, The University of New Mexico

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-16,385, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—American Culture, American Indians, *Biculturalism, Bilingualism, *English, Ethnic Groups, Family Environment, *Family Influence, Grade 1, *Language Development, Language Fluency, Language Skills, *Second Language Learning, Sociocultural Patterns, Socioeconomic Status, Spanish Americans

This study attempts to determine relationships between the home experience and English language abilities of first grade children from three ethnic groups of varying socioeconomic status (SES) and degrees of bilingualism. The sample consisted of 155 first graders from Navajo and Pueblo Indian communities and from rural Spanish American homes who were grouped according to their SES and Language Model Type (language spoken in the home). Scores were given each child for such language modeling sources as the mother, older siblings, and television, and for such language modeling contexts as speech correction and normal social situations (mealtimes) as well as for the total interaction of source and context in his home. These scores were analyzed, and findings indicated that (1) language modeling, which varied with ethnicity, SES, and Language Model Type, was predictive of English language ability, (2) the quantity of verbal interaction in the home increased with ac-

culturation and particularly with SES, (3) a significant relationship existed between the English language ability of the child and the language modeling by the mother, and (4) since mother-child interaction is a middle-class phenomenon, programs should be instigated to promote verbal interaction, acculturation, and SES in non-middle-class homes. (Author/JB)

ED 050 093 TE 002 368

Lilja, Linnea Diane

A Study of the Written Poetry Responses of Fifth Graders Given Selected Methods of Instruction.

Pub Date 70

Note—265p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-20,213, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Creative Expression, *Creative Writing, Elementary Education, Evaluation Techniques, *Grade 5, Imagery, Literary Analysis, Literary Discrimination, Originality, *Poetry, *Program Evaluation, Student Improvement, *Teaching Methods, Vocabulary

This study used poems written by fifth graders to determine any differences in the quality of children's writing which might have been induced by the "broad exposure" approach to teaching poetry, the "analytical" approach, or the "non-exposure" approach. A story-writing pretest was given to 93 fifth grade children who were then randomly assigned on the basis of their T-scores to one of the three instructional groups. After undergoing one of the three treatments for 14 days, the children wrote poems to be rated by pairs of judges on the basis of their artistic significance, originality, word choice, imagery, and unity. The judges' ratings were converted to T-scores, and coefficients of correlation were computed for each pair. When the Spearman-Brown formula was applied to the judges' ratings to estimate the reliability of the paired comparisons, only the ratings on artistic significance and originality exceeded a value of .70. On the basis of these and other findings from the study, it was concluded that (1) the evaluation of poetry is a personal and emotional process subject to the preferences of the reader and (2) no one of the three instructional methods being measured seems to be substantially better than the others when viewed in relation to the children's final written product. (Author/JB)

ED 050 094 TE 002 369

Martin, Walter Don

Applying and Exploring the Diederich Method for Measuring Growth in Writing Ability in a High School (Vinton).

Pub Date 70

Note—144p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-23,921, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Ability Grouping, Age Differences, Classification, *Composition (Literary), Evaluation Criteria, *Evaluation Techniques, Secondary Education, Sex Differences, *Student Improvement, *Test Reliability, Writing Identifiers—*Diederich Method

This study attempted (1) to test the efficiency, simplicity, and experimental power of Paul Diederich's Method for measuring growth in writing ability, a method which allows for the cooperative evaluation of student writing using local criteria, and (2) to use this Method to measure both writing ability and grading consistency in a specific situation. Under controlled conditions, 452 students in grades 9-12 in Vinton, Iowa, were ability-grouped and asked to write in-class papers on the same topic. The compositions were randomly assigned to seven teachers who, following the Diederich grading procedure, separated the papers into three precisely proportioned categories of general merit—25% of the papers in the High category, 50% in the Middle, and 25% in the Low. All of the compositions were then packeted in groups of four papers representing the three classifications to be evaluated again by 113 other students. The findings were analyzed, and, although the teachers and

students involved in grading did not agree with each other on what constituted good writing, results similar to the findings of other experiments with the Diederich Method were generally substantiated, proving the Diederich Method to be an efficient tool for measuring growth in writing ability. (Author/JB)

ED 050 095

TE 002 374

Cordry, Beverly C.

An Experimental Study Comparing Two Methods of Teaching Remedial English.

Pub Date 70

Note—97p.; Ph.D. Dissertation, Arizona State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-21,978, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Class Activities, Composition (Literary), Discussion (Teaching Technique), *English Education, Grammar, *Programed Instruction, Programed Texts, *Remedial Instruction, Secondary Education, *Teaching Methods

This study was designed to compare the main effects of two methods of teaching remedial English—programed and traditional live-instruction methods—and also to determine whether these instructional methods had the same effects at all levels. Four instructors each taught one control and one experimental class for a semester. The experimental group (73 students) studied the fundamentals of English grammar and usage outside the classroom by means of a programed text, with class time devoted to discussing assigned readings and writing paragraphs. The control group (87 students) received in-class instruction in the fundamentals of English grammar and usage from mimeographed copies of materials designed by the experimenter, also discussing assigned readings, and writing paragraphs. At the end of the semester, the English usage portion of the ACT, Form 10A, was administered to both experimental and control groups. While no statistical differences were found in the main effects of the two methods, the instructional methods were found to have different effects at different levels. (Author/DD)

ED 050 096

TE 002 375

Francis, Azalia Smith

The Development and Preliminary Field Testing of a Multisensory Language Development Program for Kindergarten, First Grade and Fourth Grade. [with] A Supplementary Volume.

Pub Date 70

Note—346p.; Ed.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-23,330, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Auditory Perception, *Disadvantaged Youth, Elementary Education, Grade 1, Grade 4, Kindergarten, Language Arts, *Language Development, *Multisensory Learning, Oral Communication, Speech Handicaps

The development and preliminary field testing of an oral language program designed to utilize a multisensory method based on the theories of Piaget, Hebb, and Montessori are reported in this study. This program was linguistically structured to attack the 10 debilitating speech features found by authorities to be common to the culturally disadvantaged children of the Southeastern United States, and to meet other language needs of these children as outlined in the survey of the literature. Study results showed the program to be successful since (1) pupil language among the approximately 400 students involved in the study increased as much as 212%; (2) the level of pupil speech showed an increase in the number of both standard and nonstandard forms in each pilot test; and (3) auditory discrimination skills also increased. Other results indicated that the most meaningful application of this program is at the kindergarten and first grade level and that the program tends to facilitate intellectual development as measured by a Binet Test of Intelligence. (Author/JMC)

ED 050 097

TE 002 377

Jones, Joyce

Listening Accompaniment to Silent Reading of Plays in Grade Four: Imagery and Comprehension.

Pub Date 70

Note—230p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-22,515, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Drama, *Grade 4, Idioms, *Imagery, Interpretive Reading, Listening Comprehension, *Listening Skills, Oral Reading, *Reading Comprehension, Reading Skills, Vocabulary Development

Fourteen plays were designed to evaluate fourth grade children's abilities to respond to reading plays both with and without oral accompaniment. The study involved 378 children, representing a cross section of socioeconomic and ethnic backgrounds, each of whom read half of each play silently and the other half while listening to a taped presentation. Data were analyzed to discover whether oral presentation (1) increased the product of play reading in richness and type of imagery, in comprehension and recall of content, and in enjoyment of plays; and (2) enhanced the incidental learning of vocabulary and of idiomatic expressions. Conclusions were that (1) oral reading accompaniment resulted in slightly greater gains in total imagery than did silent reading; (2) character imagery was enhanced by oral presentation; (3) environmental imagery showed a statistically significant difference in favor of silent reading; (4) no differences existed between silent reading and oral accompaniment in comprehension scores, clarity of images, interest in the plays, and vocabulary and idiomatic measures; and (5) relationships between comprehension scores and imagery scores were low. (Author/JMC)

ED 050 098

TE 002 379

Alsworth, Philip Lindell

An Investigation of the Contribution of Machine-Based Instruction to Performance of Preschool Disadvantaged Children in Certain Language Skills.

Pub Date 70

Note—184p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-22,098, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Youth, *Language Development, Language Skills, Language Usage, Mechanical Teaching Aids, Negro Youth, *Preschool Children, Preschool Learning, *Teaching Machines

Ninety preschool disadvantaged children participated in a study investigating the effect of instruction using the Language Master machine, a device which uses selected word cards to teach basic language skills (e.g., completing verbal analogies, expressing ideas orally, relating perceptually similar pictures, and increasing hearing vocabulary). Two experimental groups received instruction two times a week for 6 weeks, while two other experimental groups were taught intensively four times a week for 3 weeks. Two control groups received no machine-based instruction. All children were pre- and post-tested by the "Peabody Picture Vocabulary Test" and three subtests of the "Illinois Test of Psycholinguistic Abilities." The two experimental groups which received intensive instruction and one control group were administered retention tests 6 months after instruction ended. Some of the findings indicated that (1) machine-based instruction influenced positively children's language skills, and (2) examination of long-term retention revealed a closing of the performance gap between the control and experimental groups. Further investigation of such machine-based instruction, including specific follow-up activities, seems warranted. (Author/JMC)

ED 050 099

TE 002 382

Thomas, Earl W.

A Comparison of Inductive and Deductive Teaching Methods in College Freshman Remedial English.

Pub Date 70

Note—108p.; Ed.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-22,866, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Freshmen, Composition (Literary), *Composition Skills (Literary), *Deductive Methods, Grammar, *Inductive Methods, Language Arts, Reading Comprehension, *Remedial Instruction, Teaching Methods, Vocabulary

To determine whether the inductive or deductive teaching method is better able to help college freshman remedial English students make progress in formal grammar and mechanics, in vocabulary and reading comprehension, and in composition, two classes of 23 students were formed into a test sample. One class was instructed for a semester by a deductive method and the other by an inductive method, and the two classes' mean-gain scores on three standardized tests (e.g., "Diagnostic Reading Test (Survey Section)" and the "English Expression Test") were compared using a "t"-test. A group made up of 86 students also taking remedial English furnished the control. It was concluded that (1) remedial English students taught by the inductive method achieved significantly more in the area of vocabulary and reading comprehension than did the others, (2) deductive and inductive methods are equally effective in instructing remedial English students in composition skills, in grammar, and in mechanics, and (3) neither method by itself is superior for use in all language arts instruction areas. (Author/DD)

ED 050 100

TE 002 385

Rudman, Masha Kabakow

Feasibility Study of a Performance-Based Teacher Education Curriculum in Language Arts.

Pub Date 70

Note—155p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-22,790, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Elementary Education, *Feasibility Studies, *Language Arts, Mass Media, *Performance, *Teacher Education Curriculum

This report of a feasibility study, conducted under the provisions of a model elementary teacher education grant from the U.S. Office of Education, is in five parts. Chapter one contains an overview of and rationale for a performance-based teacher education program, a brief history of the study, the attitude and ability goals expected from students in the program, and the goals of the program itself. Chapter two includes a review of literature pertinent to curriculum development, instructional alternatives, and the use of media in teacher education. Chapter three reviews literature dealing with the language arts, summarizes the participants' comments and suggestions, and contains the curriculum for the feasibility study. Chapter four contains the follow-up curriculum based on the comments and suggestions of the participants. Chapter five presents possibilities for further research and concludes that it is pedagogically feasible to design and offer a curriculum based on performance and offering multiple instructional routes to effecting these performances. (Author/DD)

ED 050 101

TE 002 386

Parker, Lenore D.

Effects of Teacher Training in the Use of Multi-Racial Elementary School Language Arts Materials.

Pub Date 70

Note—233p.; Ed.D. Dissertation, Boston University, School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-22,471, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Beliefs, *Discussion (Teaching Technique), Elementary Education, *Instructional Materials, *Language Arts, Performance Factors, Racial Attitudes, *Racial Factors, Student Teachers, *Teacher Education, Teaching Methods

This study was designed to investigate the relationship between differential instructional methods, attitudes, belief systems, and performance skills of student teachers trained in different ways to use multi-racial language arts materials which encourage and implement classroom discussion of racial concepts. Three groups

(a total of 69 college juniors) comprised the study: the Active Participation Group, trained with a student-centered approach; the Lecture-Written Paper Group, trained with an instructor-centered approach; and the Control Group, which received no training in the use of the materials. Training was conducted for 8 class hours at the end of the first semester. Its application required the student teachers to tape record an assigned creative writing lesson at the end of their student teaching experience in the second semester, using a multi-racial illustration to stimulate the children's ideas. Data analysis indicated no statistically significant differences between training groups in verbal racial performance. Belief systems of treatment groups were not affected by training, but attitudes in two groups did change—the student-centered approach group adopted more progressive attitudes and the control group developed more traditional attitudes. The lecture group did not change significantly. (Author/JMC)

ED 050 102 TE 002 390

Hanna, Paul R. And Others

Spelling: Structure and Strategies.

Pub Date 71

Note—289p.

Available from—Houghton Mifflin Company, 110 Tremont St., Boston, Massachusetts 02107 (\$4.95)

Document Not Available from EDRS.

Descriptors—American English, Educational Strategies, Effective Teaching, Elementary Education, *Elementary School Curriculum, Language Research, Language Typology, *Learning Theories, *Linguistics, Orthographic Symbols, *Spelling, *Spelling Instruction

This book has been written to assist preservice and inservice elementary school teachers in understanding the rationale behind new spelling programs and in applying linguistically-based theories and strategies to the organization and teaching of an effective spelling curriculum. Part 1 presents current basic research in learning theory and linguistics—i.e., spelling as language encoding, the alphabetic principle as a base for spelling, the origins and development of the English language, the orthography of American English, a psychology of spelling, and spelling as a school subject. Part 2 describes the scope and sequence that modern spelling programs for the schools might have. Some specific and innovative strategies for each elementary grade level through grade 8 are developed from the simplest identification of the sounds in a word through the perception of structure in American English. Methods of evaluating the student's knowledge of phonological and morphological cues are also discussed. Throughout the book, the content and methods of spelling instruction are presented as a writing system operating on well-defined alphabetic principles which enable children to discover for themselves the structure of American English spelling. A glossary of linguistic and psychological terms new to the elementary teaching field is also included. (JB)

ED 050 103 TE 002 392

Owens, Thomas R. And Others

Annual Evaluation Report of the Hawaii English Project for 1969-1970.

Hawaii Univ., Honolulu, Hawaii Curriculum Center.

Pub Date 70

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Elementary Education, *English Programs, Instructional Materials, *Language Instruction, *Systems Approach

Identifiers—Hawaii
The Hawaii English Project (HEP) was established to redefine the basic English program in Hawaii schools. Planning teams used a systems approach to solve the problems of language instruction. Instructional designs and materials were produced and tested on students. Analysis of variance was performed on test results. Conclusions are: (1) the HEP curriculum has been tested with a sufficiently representative sample of elementary school children and teachers that the findings can be generalized for elementary schools throughout the state; (2) The program has been commended by the principals of participating schools, visitors to experimental classrooms, and professionals in several educational fields. (CK)

ED 050 104 24 TE 002 394

Clevenger, Theodore, Jr.

An Exploratory Study of the Effectiveness of a Technique for Teaching Certain Concepts of Speech Composition.

Texas Univ., Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-8360

Pub Date 4 Jun 68

Grant—OEG-4-6-058360-1892

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Instruction, *Composition (Literary), Expository Writing, Organization, Performance, Rhetoric, Speech, *Speech Instruction, *Speech Skills, Teacher Influence, *Teaching Methods

Identifiers—*Rhetorical Jigsaw Puzzle Technique

In this study, four sections of a beginning speech composition class were assigned randomly to two instructors, each of whom taught one section using a conventional syllabus and the other section using a unit on organization of ideas which contained the Rhetorical Jigsaw Puzzle (RJSP) technique. Using this technique, students reassembled the parts of a speech or essay that had been divided into its constituent elements and presented to the students in random order. Before and after the two-and-a-half-week unit, students were tested on basic organizational ability, grasp of the concepts, and application of these concepts to the preparation and delivery of a short expository speech. While neither mode of instruction produced significant gains in basic organizational ability, both produced significant gains in comprehension of the concepts taught in the unit. Both modes also produced smaller, but still significant, gains in speech performance. (Materials include course outlines, a sample diagnostic test, and the selections used in the RJSP technique.) (DD)

ED 050 105 TE 002 396

Grenander, M. E.

Problems of Representation in Lyric Poetry.

Pub Date Dec 70

Note—8p.

Journal Cit—English Record; v21 n2 p27-34 Dec 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Concept Formation, *Literary Criticism, *Lyric Poetry

A university English professor discusses a class effort to develop concepts concerning lyric poetry and to apply them to specific poems. Problems arising from the different manners in which authors present their poems are described. Poetic order and emphasis are examined. (CK)

ED 050 106 TE 002 399

Akins, Keith E.

The Status of Extracurricular High School Speech in Thirty-Two States.

Pub Date Dec 70

Note—4p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, *High Schools, *Public Speaking, *Speech Education

The results of a survey of the high school extracurricular speech program in the nation are presented. The extracurricular activities include, oratory, debate, and after-dinner speaking. The survey indicated that in the area of forensics the extemporaneous speaking contest was the most popular. (CK)

ED 050 107 TE 002 400

Guidelines for Integrating Minority Group Studies into the Curriculum of Kansas Schools (Preliminary Edition).

Kansas State Dept. of Education, Topeka.

Pub Date Sep 69

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Audiovisual Aids, *Curriculum Enrichment, Discussion (Teaching Technique), Elementary Education, *Ethnic Studies, *Guidelines, Minority Groups, *Negro Literature, Racism, Secondary Education, Textbook Evaluation, Textbook Selection

This four-part guide outlines suggestions for the integration of minority studies into the curriculum of Kansas schools. Part 1, a discussion of

how materials by and about minorities failed to be included in past curriculums, is presented with a plea for their inclusion in the future. Guidelines for incorporating minority studies into existing programs (by means of directed free discussions of pertinent topics), for library acquisition of materials on minorities, and for teachers' inservice study in this area are provided. In part 2, Joseph P. Doherty of the Kansas Commission on Civil Rights discusses institutional racism in American society. Part 3, a partially annotated bibliography, is designed for use in selecting a basic collection on minority studies. Subsections contain lists of recent books, curriculum guides, bibliographies, periodicals, and audiovisual aids. Part 4 contains criteria for and a bibliography on selection and evaluation of textbooks. (DD)

ED 050 108 24 TE 002 401

Hunt, Kellogg W. O'Donnell, Roy

An Elementary School Curriculum to Develop Better Writing Skills.

Florida State Univ., Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0903

Pub Date Dec 70

Grant—OEG-4-9-08-903-0042-010

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, Composition (Literary), Curriculum Development, *Curriculum Research, Elementary Education, *Elementary School Curriculum, *Grade 4, Instructional Materials, Linguistics, Negro Students, Reading Skills, Sentence Structure, *Syntax, *Writing Skills

The primary purpose of this experiment was to see if instructional materials created for fourth graders could enhance their normal syntactic development, and if these materials would succeed better with black or with white students. For one school year a sentence-combining curriculum was demonstrated on 180 students who had been grouped experimentally; 155 students formed a control. All students were pretested on one piece of writing, tested mid-term on writing and rewriting, and post-tested on three pieces of writing. The test results were analyzed, and the curriculum materials were found to be significantly successful in helping the experimental group (1) make more sentence-embeddings than did the control group, (2) improve their free writing, and (3) improve at least one aspect of their reading skill. A comparison of possible effects of the curriculum on black and on white students revealed that only the black experimental classes showed significant superiority over a corresponding control group on the reading instrument or in the syntactic maturity exhibited in their free writing. (Appendices contain two rewriting instruments; Lessons 1-29 of the experimental curriculum; a list of references dealing with research in syntactical and reading skills; and tabulations of findings from the study.) (DD)

ED 050 109 TE 002 403

Morlan, Don B.

Oral Criticism of Speaking Performance: A Pre-Student Teaching Experience for Secondary Education Majors.

Pub Date Dec 70

Note—6p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Secondary School Teachers, *Speech Instruction, *Teacher Education

The problem of how prospective secondary school teachers of speech should develop a facility for orally critiquing speeches in the classroom is presented. A current program in which all undergraduate speech education majors must complete a course called Teaching Speech in High School is examined. Methods of fulfilling the course requirements, including listening to speeches, criticizing them, and teaching at least one class period under the supervision of the regular instructor, are examined. Values of this program are analyzed. (CK)

ED 050 110 TE 002 404

Benjamin, Warren

Computer Assisted Instruction for the Speech-Communication Classroom.

Pub Date Dec 70

Note—4p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Computer Programs, *Information Theory, *Persuasive Discourse, Simulation, *Speech Instruction

The use of computer simulation to aid instruction in speech-communication will be investigated. A computer program called ARISTOTLE will be employed in the teaching of concepts of audience analysis to students enrolled in an advanced communication theory course. The program works as follows. The user first encodes a set of issues associated with a topic on which he desires to communicate. He then feeds his choice into the computer together with a request for the generation of a particular type of audience. The feedback he receives will enable him to construct a persuasive message. (CK)

ED 050 111

TE 002 406

Tacey, William S.

Resources and Materials Available to the High School Teacher of Parliamentary Procedure.

Pub Date Dec 70

Note—6p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, Louisiana, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *High School Curriculum, Instructional Aids, *Law Instruction, *Speech Education

Identifiers—Parliamentary Procedure

Source books, textbooks, manuals, articles, and films, which are considered to be useful in a high school course on parliamentary procedure, are discussed briefly. In addition, a parliamentary procedure bibliography, containing 21 publications, is given. (DB)

ED 050 112

TE 002 407

Metcalfe, Marguerite Pearce

Teaching Parliamentary Procedure Through the Student Congress.

Pub Date Dec 70

Note—6p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, Louisiana, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Political Influences, Simulation, *Speech Instruction, Student Motivation, *Student Organizations, *Teaching Techniques

Identifiers—Parliamentary Procedure

An effective means of teaching parliamentary procedure to high school students is the Student Congress. Advance planning and imagination are necessary to the success of the Congress. Included in the advance planning are discussions of the types of legislation permitted and the governing body to which each resolution is directed. The point system used for student rating, campaign rules, and procedures are explained to the students. Students are provided with materials, and references are available. Results show that students become proficient in using parliamentary procedure, learn to debate, to work cooperatively, to validate their facts, and to work effectively within the "system." In the Little Rock Public Schools, the Student Congress is part of Speech I, of Public Speaking, and of Communication III. An outline of the implementation of the Student Congress is appended. (DB)

ED 050 113

TE 002 408

Summerfield, Geoffrey, Ed. Tunncliffe, Stephen, Ed.

English in Practice: Secondary English Departments at Work.

Pub Date 71

Note—222p.

Available from—Cambridge University Press, American Branch, 32 East 57th Street, New York, N.Y. 10022 (\$7.50)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Audiovisual Aids, *Curriculum Enrichment, Drama, *English Departments, *English Education, Reading Instruction, *Secondary Education, Teaching Load, *Teaching Methods, Team Teaching, Tests

In this collection, six heads of English departments in different types of secondary schools describe their aims, their methods of teaching

and of running departments, and the problems they encountered in their work as English teachers. These department heads, representing three mixed comprehensive schools, two direct grant boys' grammar schools, and one girls' technical high school, provide statements of their teaching practice in England and Wales which are applicable to American classroom situations as well. Some of the topics touched on in the collection include audiovisual aids, drama in the classroom, English projects and themes, examinations, teaching loads, the teaching of reading, and team teaching. A glossary of British secondary education terms and an English-teaching bibliography are included. (DD)

ED 050 114

TE 002 410

Newcomb, Mary Jane

An Experimental Study of Freshman English in the Small Community Junior College Using Disparate Methods of Instruction.

Pub Date 70

Note—187p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-25,385, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Freshmen, *Composition (Literary), *Developmental Reading, *Junior Colleges, *Programmed Instruction, Programmed Texts, Retention, Student Teacher Relationship, *Teaching Methods, Terminal Students, Transfer Students, Writing Skills

To determine the effect of diverse methods of instruction on the written composition of students in a small community junior college, 133 subjects (both transfer and terminal students) were given 10 weeks of instruction in one of three methods—programmed instruction (covering three assigned programmed texts), developmental reading (stressing expository reading in the liberal arts), or a traditional freshman English approach (control). The students each completed seven assigned themes and at the end of the experimental term were given a battery of tests, including "The Cooperative English Test: English Expression," "The Nelson-Denny Reading Test," and "The College English Placement Test." Equivalent forms of these standardized tests were administered for the retention study conducted 12 weeks later. The general conclusion was that there was no difference between the writing achievement of the students taught by the three disparate methods, either at the end of the 10-week term or at the time of the retention study. It was considered that equal results in writing achievement can be obtained with heterogeneous classes at small community colleges through the application of any of the three methods investigated. (Author/MF)

ED 050 115

TE 002 411

Mathews, Marilyn

The Relationships Between Listening and Writing Abilities of Selected Sixth Grade Children.

Pub Date Aug 69

Note—138p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-10,217, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Classroom Integration, Composition Skills (Literary), *Grade 6, Intelligence Quotient, *Listening Skills, Negro Students, *Writing Skills

It was the purpose of this study to determine the relationship between listening ability and writing ability of three groups of sixth graders: (1) 16 white and 5 Negro children who had attended an integrated school and who had been exposed to experimental materials in written composition in the fifth grade; (2) 78 white children who had attended an all-white school and who had served as the control group for the experimental study; and (3) 25 white and 8 Negro children who had attended an integrated school but who had not been exposed to experimental materials. The children's listening ability was determined by the results of the STEP Listening Comprehension Test, Form 4B. Writing ability was determined by taking the higher of the average rating earned on the STEP Essay Tests, Form 4A and 4B. The Pearson product-moment correlation technique

was employed to determine the relationship between listening ability and writing ability. Tests for the significance of the difference between these correlations were made and the null hypothesis of no difference could not be rejected. An analysis of covariance, with I.Q. as a covariate, indicated that there were no significant differences in the listening abilities of the three groups of subjects. (Author/MF)

ED 050 116

TE 002 412

Ash, Brian

The Construction of an Instrument to Measure Some Aspects of Literary Judgment and Its Use as a Tool to Investigate Student Responses to Literature.

Pub Date Jun 69

Note—145p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-10,313, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Listening Tests, *Literary Discrimination, *Literature, Secondary Education, Silent Reading, *Student Reaction, *Testing, Test Reliability, *Test Wiseness

A test of literary judgment which could be used to investigate some aspects of a student's discrimination and response to literature was constructed for this study. Each of the two forms of the test consisted of four parts—"Thematic Imitation," "Paragraph Selection," "Title Choice," and "Distorted Images." One form of the test was administered as a silent reading test and the other as a listening test. As a reliability study both forms were administered in Montreal, Quebec, to 100 eleventh graders in one high school and again to 123 eleventh graders attending two other high schools. It was found that, when the silent reading form was given first and the listening form second, a .05 level of significance occurred in favor of the silent reading administration. A representative sample of high, middle, and low scorers were then interviewed on tape and asked to rationalize their choices of answers to Part I of the test. When transcripts of the taped responses were analyzed, the categories of response that were identified were guess, misreading, unsupported judgment, supported judgment, poetic preconceptions, isolated elements, narrational, technical, irrelevant association, interpretation, and self-involvement. (Author/JB)

ED 050 117

TE 002 413

Walker, Audrey Massey

A Descriptive Study of the Oral Language Progress of Selected Disadvantaged and Advantaged Kindergarten Children.

Pub Date Aug 69

Note—232p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 70-10,242, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Educational Research, *Kindergarten Children, *Language Development, *Listening Skills, *Speech Skills, *Teacher Characteristics

The development of vocabulary and listening skills was studied in a group of 200 kindergarten children. Twenty-three teachers and aides took part in the study. Of the children, 130 attended Title I schools, and 70 attended a center in a middle- and upper-socioeconomic environment. Pretesting and posttesting of the children were carried out. In one Title I center, the children received weekly supplementary lessons designed to develop speaking and listening skills. The findings of the study are presented. Recommendations are that: (1) a more discriminating measure of listening and vocabulary growth be developed for young children, (2) structured, sequential lessons using children's literature be tested experimentally, and (3) teacher characteristics conducive to maximal learning be identified. (DB)

ED 050 118

TE 002 415

Bohlken, Robert Giffin, Kim

A Paradigm for Determining High School Teacher Effectiveness.

Pub Date Dec 70

Note—11p.; Paper presented at the Annual Meeting of the Speech Communication Association (56th, New Orleans, Louisiana, December 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, *Effective Teaching, *Evaluation Criteria, *Interpersonal Relationship, *Oral Communication, *Teacher Evaluation

Identifiers—Giffin Trust Scale

Criteria for measuring teacher effectiveness include the prognostic type, teacher observation, student achievement, and communication variables. A paradigm based on communication variables consists of: (a) Discriminate observable communication climate variables (devise method of observing and measuring communication variables); and (b) Determine educational objectives of the class (devise method for measuring achievement of those objectives). The relationship of communication variables and class objective fulfillment should indicate the effective teacher who is capable of establishing a favorable communication climate that provides the incentive for student fulfillment of the course's educational objectives. One communication variable that is significant is interpersonal trust. According to the paradigm, the teacher's behavior that establishes interpersonal trust, i.e., expertness, character, and dynamism, as seen by the students, plus achievement of course objectives establish the communication variable as a requisite of an effective teacher. "The Giffin Trust Scale," which purports to measure interpersonal trust, is given along with an answer sheet. (DB)

ED 050 119

TE 002 416

Farrell, Edmund J.

Implications of National Assessment Writing Results.

Pub Date Apr 71

Note—7p.; Speech given at the Annual Meeting of the Association of American Publishers, Inc. (Washington, D.C., April 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Testing, Composition (Literary), *Educational Research, Evaluation, *Test Interpretation, Test Reliability, *Tests, Test Validity, *Writing, Writing Skills

Identifiers—*National Assessment of Educational Progress

Conclusions from an examination of the results of the National Assessment of Educational Progress indicate that it furnishes little help for those involved in the publication of composition textbooks. Four main difficulties in making inferences from the Assessment data on writing are (1) it is not clear why individuals perform as well or as poorly as they do; (2) it is not known whether examinations measure writing competency, rather than something else (e.g., maturity or psychological development); (3) it is impossible to determine whether individuals tell the truth about how often they write or about what kinds of writing they do, and (4) the objectives for writing are too narrow and do not indicate current thinking about the importance in the schools of personal and creative writing. Nonetheless, the findings can be useful to linguists, can provide a base against which further assessments of writing can be compared and suggest the need for a number of carefully controlled studies about how persons develop competency in various kinds of writing. (DD)

ED 050 120

TE 002 417

Elardo, Richard

The Experimental Facilitation of Children's Comprehension and Production of Four Syntactic Structures.

Pub Date [70]

Note—9p.; Unpublished paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comprehension, *Experimental Programs, Language Development, *Language Usage, *Preschool Children, Sentence Structure, *Syntax, Training, Verbs

This study assessed the effectiveness of 5 hours of training on 3-year-old children's comprehension and production of the passive, negative, possessive, and negative passive syntactic structures. A comprehension test identified 20 children who did not evidence understanding of these structures. Subjects were then randomly assigned to experimental and control groups. Experimental subjects received daily training while subjects in the control group received no training. Toys in

different arrangements served as exemplars of the structures. A re-administration of the comprehension test to all children after 3 weeks showed significant improvement among experimental subjects, who also performed well on a test for production of these structures. (A drawing illustrating the experimental process and data obtained from the language comprehension tests are provided.) (Author/MF)

ED 050 121

TE 002 418

Owens, Thomas R. And Others

Annual Evaluation Report of the Hawaii English Project for 1968-1969.

Hawaii Univ., Honolulu, Hawaii Curriculum Center.

Pub Date Oct 69

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Evaluation, *English Curriculum, *Individualized Instruction, *Language Skills, *Program Evaluation

Identifiers—Elementary and Secondary Education Act, Title III

The English Project of the University of Hawaii Curriculum Center, begun in 1966, has as its objective the production of a tested curriculum in English for all grades, together with a plan for installing it in the Hawaiian schools and disseminating it to other schools. During the reporting period covered, evaluation activities were carried out according to a specific evaluation model. Data collected during the evaluation are analyzed, and the results of the analysis are given. It is recommended that: (1) objectives in the area of self-directed learner skills be clarified; (2) materials and instructional procedures in the Literature and Language Systems be planned to accommodate the self-directed learners currently in the Language Skills subprogram; (3) each unit in all three subprograms be reexamined as to soundness and relevance; (4) the student behavior expected upon termination of the programs be more clearly defined; (5) new experiments in peer tutoring be conducted; and (6) means for providing more systematic and timely information feedback be developed. (DB)

ED 050 122

TE 002 422

Maxwell, John C. Long, Barbara K.

Backgrounds in Language.

Upper Midwest Regional Educational Lab., Inc., Minneapolis, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Contract—OEC-3-7-062870-3069

Note—475p.; Syllabi only; Published and distributed by National Council of Teachers of English, Urbana, Illinois

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801, Attn.: Carl Johnson. Rental prices for a 10-week period: Kit for 15, \$135; Kit for 25, \$175. Purchase prices for Kit for 15, \$600; for 25, \$750

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Curriculum Guides, *Dialects, *English Education, Essays, Films, Filmstrips, *Grammar, Group Relations, Inservice Programs, *Inservice Teacher Education, Instructional Materials, Language Arts, *Linguistics, Phonograph Records, Structural Grammar, Tape Recordings, Tests, Traditional Grammar, Transformation Generative Grammar

"Backgrounds in Language," a field-tested inservice course designed for use by groups of 15 or 25 language arts teachers, provides the subject matter background teachers need to make informed decisions about what curriculum materials to use in what way, at what time, and with which students. The course is comprised of eight 2-hour sessions, requiring, in addition, 2 hours of preparation time for each session. Intended as a group experience in which each member accepts the responsibility of searching out answers for the problems posed by the course, it is especially useful in school districts which lack access to consultants in linguistics or to university programs. The course deals with three aspects of language teaching—modern grammars (traditional, structural, and transformational), dialectology, and history of the English language—and is organized as a kit of materials which includes two films; a film strip; seven tape recordings of talks and records; a syllabus/manual; a leader's syllabus; a

leader-training package; two tests; and a total of 56 basic texts, specially prepared essays, exemplary curriculum materials, and individual interpretations of significant texts and pamphlets. (MF)

ED 050 123

TE 499 833

Eddy, Julius

A Review of Projects in the Arts Supported by ESEA's Title III.

Ford Foundation, New York, N.Y.

Pub Date Aug 70

Note—162.; A report to the Ford Foundation

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art Activities, *Creative Art, *Curriculum Enrichment, *Educational Innovation, *Federal Programs

Identifiers—Elementary and Secondary Education Act, Title III

The Title III program of ESEA that supports the arts in education is discussed. Included in the report are the following topics: (1) Analysis of Projects by Art Form Category (Visual Arts, Music, Theatre, Combinations of the Arts, and General Projects that Include the Arts); (2) Analysis of Projects by Educational Function; (3) Relative Emphasis by the States on Arts Projects; (4) Art Projects after Two Years of State Administration; and (5) Outlook for the Future. (DB)

ED 050 124

24

TE 499 836

Petzold, Robert And Others

Preconference Educational Research Training Program in Music Education. Final Report.

Music Education Research Council, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-0301

Pub Date 31 Mar 71

Grant—OEG-0-70-2861(520)

Note—119p.

Available from—Music Educators National Conference, 1201 Sixteenth St., N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Attitudes, *Behavior Theories, *Educational Programs, Evaluation Techniques, Experimental Programs, Group Discussion, Instructional Materials, Learning Activities, Lecture, Measurement Techniques, *Music Education, *Music Teachers, Participant Involvement, *Researchers, Training Objectives, Tutorial Programs

The 1970 Preconference Educational Research Training Program (RTP) provided three 3-day sessions of intensive research training for a total of 160 music educators from across the country. The primary purpose of the RTP activity was to provide music education researchers and users of research with intensive training in three major areas (1) experimental design; (2) measurement theory and evaluative techniques; and (3) the analysis of complex musical behaviors and planning behavior-oriented learning episodes. Through formal instruction, the training program offered an initial introduction to the background and problems associated with each of these three broad areas, and then provided an opportunity for extensive participant involvement in specific tasks and learning exercises. Evidence obtained from pre- and post-test measures of participants demonstrated considerable improvement in dealing with the topics which had been discussed, and highly favorable shifts in attitudes by participants toward the content of the sessions. (The report includes 38 tables, and appendices of conference memos, lists of participants, and instructional schedules and materials.) (Author/MF)

TM

ED 050 125

TM 000 150

Bussis, Anne M. Chittenden, Edward A.

Analysis of an Approach to Open Education: Interim Report.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—PR-70-13

Pub Date Aug 70

Grant—OEG-0-9-526618-4748(100)

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.25

Descriptors—Classroom Environment, Educational Environment, *Educational Innovation, *Educational Methods, Educational Objectives, Educational Programs, Educational Research, Educational Theories, Evaluation Criteria, *Experimental Teaching, Learning Activities, Learning Motivation, Personal Growth, Preschool Education, *Primary Education, *Program Evaluation, Student Teacher Relationship, Teacher Attitudes, Teacher Role Identifiers—British Infant School, EDC, Education Development Center, *Follow Through

This study was guided by two fundamental concerns: the problems of developing assessment procedures which are better suited to the more humanistic but less tangible goals of education in general, and the need for a clearer conceptualization of the objectives of open education programs. Two major components of this report are: 1) conceptual analysis of an "open" approach to pre-school and primary education; and 2) discussions of implications of this approach for questions of research and evaluation. Particular attention is given to identifying basic assumptions about children's learning, educational change, and the teacher's role. (Author/PR)

ED 050 126 TM 000 174
Davis, Junius A.

Faculty Perceptions of Students: The Development of the Student Rating Form, Part I.

Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—RB-64-10

Pub Date Feb 64

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, Achievement Rating, *College Faculty, *College Students, Factor Analysis, Grade Prediction, Predictive Validity, *Rating Scales, *Student Characteristics, *Student Evaluation, Student Teacher Relationship, Test Construction Identifiers—*Student Rating Form

The development of a Student Rating Form to be used by faculty in systematically describing college students is outlined in this first of a series of reports concerned with faculty characterizations of students. The treatment is primarily historical, providing a basis for subsequent technical reports of analyses of faculty definitions of desirable student traits. Data presented includes a thematic analysis of free verbal descriptions by faculty of students, and the results of a factor analysis (suggesting 16 factors) of variables contributed by an early version of Student Rating Form. A complete list of student traits and a copy of the instrument are included. This scale consists of three sections. Part I determines the degree of contact between the faculty member and the student. Part II requires an evaluation of the student's general academic ability compared with those of his classmates, and ascertains his most significant characteristics. Part III provides an evaluation of the student on a number of traits, contrasting him with his classmates. Description of the development of SRF is available in TM 000 174. (Author/LR)

ED 050 127 TM 000 176
Davis, Junius A.

Faculty Perceptions of Students: Faculty Definition of Desirable Student Traits, Part II.

Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—RB-64-11

Pub Date Mar 64

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Analysis of Variance, College Faculty, College Students, *Evaluation Criteria, *Factor Analysis, Factor Structure, Grade Point Average, *Rating Scales, Student Behavior, *Student Characteristics, *Student Evaluation, Student Teacher Relationship, Success Factors

An 80-item rating scale, drawn from faculty descriptions of students, was completed by 407 faculty for 398 students in 8 institutions to ascertain desirable traits beyond those directly related to academic achievement. The items, including a student desirability variable, together with SAT scores, high school rank, and freshman grade point average, were correlated and factored by the diagonal method to permit analysis of the reliable variance in grades, desirability and desira-

bility apart from grades. Variance in desirability beyond that attributable to level of academic performance was found. Desirability was also a matter of faculty-perceived intellectual ability and values; although these are related to academic performance, there is further substantial variance that is part of the formulation of the desirable student. The SAT, however, contributes negatively to desirability apart from grades. Limitations of the study are fully discussed. See also TM 000 174 and TM numbers 000 177-181. (Author/PR)

ED 050 128 TM 000 177
Davis, Junius A.

Faculty Perceptions of Students: Structure of Faculty Characterizations, Part III.

Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—RB-64-12

Pub Date Apr 64

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Admission Criteria, Cluster Grouping, College Faculty, College Students, Correlation, Evaluation Criteria, Factor Analysis, Factor Structure, *Personality Assessment, *Rating Scales, *Student Characteristics, *Student Evaluation, Success Factors, *Teacher Attitudes

The structure of characterizations of college students by faculty members, particularly observable and significant dimensions or trait patterns, were investigated. Student ratings by faculty members on 80 bi-polar traits, together with Scholastic Aptitude Test (SAT) scores and high school and college freshman average grades, were obtained. Intercorrelations were computed, and the resultant matrix factored and rotated to the normal equamax criterion. Eighteen factors were found to account for about 86% of the correlation among the original variables. These factors revealed a relatively complex or multi-dimensional judgmental framework, with factors devoted to various aspects of intellectual qualities (functional orientation to work, character traits, interpersonal relations, and intrapersonal adjustment). Limitations of the study are fully outlined. See also TM 000 174, 000 176, and TM 000 178-000 181. (Author/DG)

ED 050 129 TM 000 178
Davis, Junius A.

Faculty Perceptions of Students: Desirability and Perception of Academic Performance, Part IV.

Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—RB-64-13

Pub Date Mar 64

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Admission Criteria, Cluster Grouping, Colleges, College Students, College Teachers, Correlation, Factor Analysis, Factor Structure, Individual Characteristics, Intelligence Factors, *Personality Assessment, Rating Scales, *Student Characteristics, *Student Evaluation, Success Factors, *Teacher Attitudes

This report, a continuation of the study described in TM 000 174 and TM 000 176, employs identical data and similar methods to determine the nature of desirability separate and apart from the rater's perception of the student's academic performance (rather than his actual performance). The results show an absorption in the faculty perception of performance of much of the variance previously associated with dependability, intellectual ability and values, motivation, self-sufficiency/creativity, and maturity in defining desirability apart from academic performance. The analysis tends, however, to accentuate the contribution of other traits, notably ethicality, likableness, open-mindedness, and altruism. It appears that desirability is highly related to perception of academic performance, and that other areas, normally expected to make an honest contribution to performance (dependability and motivation, for example) are perceived by the faculty to do so. There is a remaining reliable variance in Scholastic Aptitude Test (SAT) scores and actual grades which is related neither to perception of performance nor desirability. See TM 000 177 and TM 000 179-000 181. (Author/DG)

ED 050 130 TM 000 179

Davis, Junius A.

Faculty Perceptions of Students: A Second-Order Structure for Faculty Characterizations, Part V.

Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—RB-65-12

Pub Date May 65

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cluster Grouping, *College Students, College Teachers, Correlation, *Factor Analysis, Factor Structure, Individual Characteristics, Intelligence Factors, *Personality Assessment, Rating Scales, *Student Characteristics, Student Evaluation, Success Factors, *Teacher Attitudes

In this analysis of the structure of the faculty characterizations of students, the same data was used as in the initial study. An oblique solution was obtained by applying the Promax method of Hendrickson and White to the previous Equamax solution. This yielded 18 factors. From intercorrelations among the factor axes, a principal axes procedure was used for second-order factor extraction, and four factors were defined by rotation to the normal Equamax criterion. These factors were tentatively named interpersonal style, ethical orientation, intellectual involvement, and academic performance style. See also TM 000 174, 000 176-178, and 000 180-181. (DG)

ED 050 131 TM 000 180

Davis, Junius A.

Faculty Perceptions of Students: Characteristics of Students for Whom There is Faculty Agreement on Desirability, Part VI.

Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—RB-66-28

Pub Date Jun 66

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, College Admission, *College Students, *College Teachers, Correlation, Factor Analysis, Individual Characteristics, Intelligence Factors, Item Analysis, *Personality Assessment, Rating Scales, *Student Characteristics, Student Evaluation, Success Factors, *Teacher Attitudes, Test Reliability

This final report in the Faculty Perception of Students series is concerned with the examination of college students defined as desirable by a consensus of the faculty. A variety of personality and attitude measures, high school rank, freshman grade point average, cumulative grade point average, and rank-in-class, were tested for relationship against criteria drawn from frequency of being known to members of the faculty and nomination by faculty to several laudatory categories (these latter recorded on Student Nomination Form, see TM 000 181 below). The major component of general acclaim was revealed to be academic performance, although technical difficulties (size of sample, limited reliability of other criterion measures) may have dampened other potential findings. Inter-rater reliability and the effect of omitted items on the Student Rating Form are analyzed. The paper concludes with a discussion of some of the problems encountered in the study and speculations regarding the implications for further research. See also TM 000 174 and TM 000 176-179. (DG)

ED 050 132 TM 000 181
Davis, Junius A.

Student Nomination Form.

Educational Testing Service, Princeton, N.J.
Spons Agency—College Entrance Examination Board, New York, N.Y.

Report No.—Form-FN-2

Pub Date 62

Note—3p.

Available from—Not available separately; see TM 000 180

Document Not Available from EDRS.

Descriptors—*College Students, College Teachers, Growth Patterns, Individual Characteristics, Intellectual Development, *Leadership Qualities, *Personal Growth, Personality Assessment, *Rating Scales, *Social Development, Student Characteristics, Student Evaluation, Student Improvement, Student Leadership, Universities

Identifiers—*Student Nomination Form

The purpose of the form was to provide the faculty with a list of students and to ascertain the ones with whom the faculty were acquainted and to obtain their views as to these students' leadership potential, epitomization of institutional idealism, graduate study potential, intellectual growth, personal and social growth, and desirable student characteristics. The individual professor is asked to check the names of those students whom he knows and then nominate the ones whom he feels fit certain descriptive statements, e.g., has exhibited a laudatory amount of intellectual growth from the college experience. From the responses one may derive an acquaintance score, desirability consensus score (nominations in one or more desirability categories), and undesirability score (known but not nominated). Problems with professor-rater reliability are discussed in TM 000 180. See also TM 000 174 and TM 000 176-179. (DG)

ED 050 133 TM 000 395
Research on Creativity: An Annotated List of Relevant ETS Reports 1953-1970.

Educational Testing Service, Princeton, N.J.
 Pub Date 70
 Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Creativity Research, *Creativity Tests, *Literature Reviews, Predictor Variables, *Research Projects, Technical Reports

This annotated list of Educational Testing Service research reports includes 1) investigations in which creativity is the major subject of the study, 2) ones in which creativity is a variable, and 3) studies concerned with the development of methods or instruments for use in creativity research. Included are studies, or phases of studies, completed during the period 1953 to June 1970, as well as studies in progress. Completed studies cover the areas of literature reviews, characteristics of task and context, characteristics of the creative product, characteristics of the creative person, prediction of creativity, and correlates of creativity. The reports are indexed by both title and author. (DG)

ED 050 134 TM 000 492
California State Testing Program 1968-69: An Analysis of Reading Test Scores and Other School Factors.

California State Dept. of Education, Sacramento.
 Pub Date 70
 Note—340p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Achievement, Educational Objectives, Grade 1, Grade 2, Grade 3, Grade 6, Grade 10, Norms, Public School Systems, *Reading Skills, *Reading Tests, *School Demography, School Districts, State Boards of Education, State Programs, *Test Results

Identifiers—*California, Large Thorndike Intelligence Test, Stanford Achievement Test (Reading)

California law requires that the reading performance of children in selected grades throughout the state be tested. Since wide variations exist among California school districts in geographical, social, financial, and many other conditions, information related to many of these conditions in which pupils are learning to read is reported, thus placing the test scores for reading and academic aptitude (IQ) in a meaningful context. In Part I, test scores and other factors are ranked for each school district in the state without regard to type of district organization, size, or academic aptitude of pupils. In Part II, school districts are divided into 76 groups according to type of district organization, size, and median IQ score. Indices of family poverty, percentage of minority enrollments, total general fund tax rates, indices of minimum and maximum salaries paid to teachers, pupil-teacher ratios, and other information are given for each district. This annual report is seen as a factor contributing to the strengthening of California's public school system. (CK)

ED 050 135 24 TM 000 497
Helper, John W.

Assessing Educational Outcomes in Colorado.
 Colorado State Dept. of Education, Denver.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Report No.—R-No-2
 Pub Date May 70

Contract—OEC-0-70-3731(284)

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Criterion Referenced Tests, Curriculum Evaluation, Curriculum Problems, Educational Accountability, *Educational Improvement, *Educational Needs, *Educational Objectives, Elementary Grades, Evaluation Criteria, Evaluation Techniques, High Schools, *Program Evaluation, Sampling, State Programs, Technical Reports

Identifiers—*Colorado

The procedures and results of a pilot program in a statewide assessment of learning in Colorado are presented. Findings and conclusions of the project in which the Common Status Measures of the U.S. Office of Education were administered to 12,000 pupils in 31 school districts concurrently with objectives-referenced items developed by the Colorado Department of Education are reported. Educational needs were concluded to exist in Colorado on the basis of assessment results. Objectives related to general goals, developing test items, sampling items and students by multi-matrix techniques, and analysis of resultant data are fully described. Substantive findings indicate the degree to which certain curricular objectives are being achieved in Colorado schools. Appendices present the rationale and procedures of assessment along with some 300 objectives stated in six common curricular areas: health, language, arts, mathematics, music, physical education, and science. More extensive reports of the results may be found in a set of "Working Papers" developed at each grade level in the various curricular areas. (Author/PR)

ED 050 136 TM 000 521
Fiks, A. I.

The Modern Language Aptitude Test in a Peace Corps Context: Validity, Expectancies, and Implications for Further Research.

Spons Agency—Peace Corps (Dept. of State), Washington, D.C.
 Report No.—P-68-03
 Pub Date Jun 68
 Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Expectancy Tables, Intensive Language Courses, Language Instruction, *Language Proficiency, Language Research, *Language Tests, *Predictive Ability (Testing), Predictive Validity, Predictor Variables, *Uncommonly Taught Languages

Identifiers—MLAT, *Modern Language Aptitude Test, Peace Corps

The language training program for Peace Corps participants is investigated. The objectives were: to investigate the validity of the Modern Language Aptitude Test (MLAT) for predicting end-of-training Foreign Service Institute (FSI) language proficiency; to discover the relative difficulty of various target languages; to develop tentative expectancy tables to enable prediction of a trainee's likely proficiency at end of training; and, to outline the need for and nature of an ongoing program of Peace Corps language research. Target language, total instructional hours, MLAT scores, initial and final FSI proficiency ratings were the variables considered. Findings indicated that MLAT has modest, though statistically reliable, predictive power for all languages; greater validity for common than for exotic languages; greater predictive power for shorter instructional periods (less than 280 hours) if language is disregarded; and taking language type and training time into consideration, greatest predictive power in common language projects involving 280 or more hours of training. Systematic proficiency differences were observed among languages, implying differences in relative difficulty for American students. More vigorous and innovative research is recommended to identify factors of importance in language training. Some thirty languages are grouped and listed in order of difficulty, and expectancy tables indicate the likelihood of attaining various levels of end-of-training proficiency. (Author/LR)

ED 050 137 TM 000 523
Goolsby, Thomas M., Jr.

A Curriculum in Listening Achievement.
 Georgia Univ., Athens.

Pub Date Apr 69
 Note—105p.
 Available from—Thomas M. Goolsby, Jr., University of Georgia, Athens, Georgia

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Behavioral Objectives, Child Development, Curriculum Design, *Curriculum Guides, Language Development, *Listening Comprehension, *Listening Tests, Multiple Choice Tests, *Preschool Children, Reading Readiness Tests, *Story Reading, Test Construction

Specialists in child development have recommended that children be "read to" at an early age. Many children are read to, and some have been read to a great deal. However, much more is to be desired for some groups of the population and for some individuals. In recognition of the needs of these children this Curriculum in Listening Achievement was developed. It consists of twenty-four stories or passages that are of the caliber to elicit interest in the minds of preschool children. The ten questions that follow each story encompass the factors that are designed to be gleaned from the story—details, purposes, organizations, and evaluations. This group of stories and questions comprise a curriculum for nonreaders designed to afford experience and training in obtaining from the printed page the kinds of factors necessary to be gained in all reading. (Author)

ED 050 138 TM 000 525
Flanagan, John C.

A Critique of the Measurement and Instrumentation Aspects of Educational Evaluation and Decision-Making.

American Institutes for Research, Palo Alto, Calif.
 Pub Date Feb 71

Note—5p; Paper presented at the Annual Meeting of the American Educational Research Association, Symposium on "Critique of the Report of the Phi Delta Kappa Study Committee on Evaluation," New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, *Decision Making, Educational Objectives, *Evaluation, *Evaluation Methods, Evaluation Techniques, Formative Evaluation, *Individualized Programs, *Measurement Techniques, Student Participation, Summative Evaluation

Identifiers—Phi Delta Kappa Study Committee on Evaluation

This critique of the Phi Delta Kappa Study Committee on Evaluation's report opens with a short description of the report; its definition of evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives," its detailed description of the decision-making process together with descriptions of possible decision settings, decision types, and problems related to decision-making. Four types of evaluation referred to in the PDK report are discussed: context, input, process, and product. Support is given to the report's emphasis on context evaluation and its division into contingency and congruence modes. The distinction made between context and product evaluations is endorsed, but the proposed development of specifications and procedures for data collection is considered inadequate. The suggestion to use individual students in evaluation studies is regarded as relevant and valuable but new data collection techniques are recommended. A case is made for greater involvement of students in determining individual educational objectives, particularly in their later educational years. (LR)

ED 050 139 TM 000 526
Hsu, Tse-Chi

Empirical Data on Criterion-Referenced Tests.
 Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.
 Pub Date Feb 71

Note—17p; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Correlation, *Criterion Referenced Tests, *Individualized Instruction, *Item Analysis, Statistical Analysis, Test Construction, *Test Reliability

Identifiers—Individually Prescribed Instruction Program. IPI

A good criterion-referenced test item is defined as the one which allows the individual to answer correctly if he masters the criterion behavior represented by the item and answer incorrectly if he actually does not master it. Therefore, a good discriminating item for criterion-referenced tests is the one which has a larger proportion of correct responses in the mastery group and a smaller proportion of correct responses in the non-mastery group. Based on these considerations, the difference in proportions of correct responses in mastery and non-mastery groups and the phi coefficient are proposed as discrimination indices for criterion-referenced test items. These two indices were compared empirically with the point biserial correlation of items and test scores in three different situations: heterogeneous sample with a symmetrical distribution of scores, a homogeneous sample with a skewed distribution, and varying item difficulties. Results indicate the indices are highly correlated in most cases. Implications of these comparisons are noted. A possible approach for criterion-referenced test reliability is also discussed. (Author/DG)

ED 050 140 TM 000 527

Branson, Robert K.
Formative Evaluation Procedures Used in Designing a Multi-Media Physics Course.
Florida State Univ., Tallahassee.
Pub Date Feb 71

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, College Students, *Course Objectives, Criterion Referenced Tests, *Formative Evaluation, Instructional Materials, *Multimedia Instruction, *Physics, *Program Development, Programed Instruction, Teaching Methods
Identifiers—*United States Naval Academy

This research conducted at the U.S. Naval Academy as part of a total effort to design a multi-media physics course, collected data on the learning materials used in Fall 1969, investigated the technical characteristics of the criterion-referenced test items used, and studied student preferences for the alternative study approaches. The ultimate intention is to develop an effective and efficient physics course which can be readily modified by the various course instructors. Seven alternative teaching/learning approaches were developed, based on objectives derived from four widely used physics textbooks. These approaches included two forms of lectures, a study guide, videotapes, and other audiovisual aids. Results demonstrated that the method of instruction was not the critical element in student performance, that students could achieve good results on their own if provided with the necessary instruction and materials, and that if data is collected systematically and used to revise course components, considerable improvements can be made at each iteration. (CK)

ED 050 141 TM 000 528

Toothaker, Larry E.
An Empirical Investigation of the Effect of Unequal Variances on the Permutation t-test.
Oklahoma Univ., Norman.
Pub Date Feb 71

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Nonparametric Statistics, *Research Methodology, *Statistical Analysis, *Tests of Significance
Identifiers—*Permutation t test

Various cases of unequal variances and unequal sample sizes from a normal and a skewed population were used to empirically obtain the probability of a Type I error and the power for the permutation t-test as compared to Student's t-test and the Mann-Whitney U-test. Empirical results showed differences for different sample sizes, variance ratios, population sampled, and size of mean of the population. The power of the permutation t-test is very close to or greater than that of Student's t-test for both populations, and the power is large if the large variance accompanied the large mean for the skewed population. (Author)

ED 050 142

Gleser, Leon Jay

The Attenuation Paradox and Internal Consistency.

Johns Hopkins Univ., Baltimore, Md.
Pub Date Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Factor Analysis, Item Analysis, *Mathematical Models, Measurement Techniques, *Mental Tests, Scoring, Statistical Analysis, *Test Construction, *Test Reliability, *Test Validity, True Scores
Identifiers—*Attention Theory

An attempt is made to indicate why the concept of "true score" naturally leads to the belief that test validity must increase with an increase in test and/or average item reliability, and why this is correct for the classical single-factor model first introduced by Spearman. The statistical model used by Loevinger is introduced to establish the "attenuation paradox", and, in intuitive terms, attempt to explain why the "attenuation paradox" holds in this particular model. This is accomplished by showing that high (internal) consistency or reliability of test scores is an asset in increasing test validity under the classical single-factor statistical model for mental tests, but can be a liability when item scores are modeled as in the statistical model discussed by Loevinger. It is hoped that by this exposition, mental test specialists will be led to more critical appraisal of commonly used techniques and concepts (including the "corrections for attenuation"), and will check that their methods of test construction and comparison are consistent with their statistical models. (Author/PR)

ED 050 143

McRae, Douglas J.

Multivariate Cluster Analysis.

McGraw-Hill Book Co., Monterey, Calif.
Pub Date Feb 71

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, *Algorithms, Cluster Grouping, Criterion Referenced Tests, Data Analysis, Educational Research, Effective Teaching, *Elementary School Students, Grades (Scholastic), *Grouping (Instructional Purposes), Homogeneous Grouping, Mathematics, *Statistical Analysis

Procedures for grouping students into homogeneous subsets have long interested educational researchers. The research reported in this paper is an investigation of a set of objective grouping procedures based on multivariate analysis considerations. Four multivariate functions that might serve as criteria for adequate grouping are given and discussed; a method for optimizing these functions is also described. The set of procedures is illustrated through application to data from two samples of students, each student with scores on either ten or eleven subtests of a criterion referenced mathematics inventory. The results indicate that the procedures discussed provide a promising means for grouping students to minimize classroom heterogeneity. (Author)

ED 050 144

Roudabush, Glenn E. Green, Donald Ross

Some Reliability Problems in a Criterion-Referenced Test.

McGraw-Hill Book Co., Monterey, Calif.
Pub Date Feb 71

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Correlation, *Criterion Referenced Tests, Diagnostic Tests, *Mathematics, Norms, Pilot Projects, Prediction, *Test Construction, Testing Problems, *Test Reliability, Test Validity

Identifiers—PMI, *Prescriptive Mathematics Inventory

This paper describes the development of a criterion-referenced test. The Prescriptive Mathematics Inventory (PMI) was developed to mea-

TM 000 529

sure 400 stated behavioral objectives. The test consists of three overlapping levels with the objectives chosen to cover 90 to 95 per cent of the mathematics curriculum nominally taught in grades 4 through 8. Each of the 400 items was designed to measure one of the 400 objectives, the criterion of mastery of each objective being that the student find the correct answer to the corresponding item. Two types of errors can be made when responding to each item: (1) by marking the correct answer when in fact the criterion behavior has not been mastered, and (2) by missing the item even though the criterion behavior has been mastered. To cope with these two types of errors the PMI provides a unique answer grid for the recording of answers to items. The PMI was tested with a group of fifth and seventh graders and it was noted that the students appeared to become bored or tired because of the length of the PMI. (CK)

ED 050 145

O'Malley, J. Michael

Application of a Curriculum Hierarchy Evaluation (CHE) Model to Sequentially Arranged Tasks.

Hawaii Univ., Honolulu. Div. of Special Education.
Pub Date Feb 71

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Academic Aptitude, Concept Formation, *Curriculum Evaluation, Developmental Tasks, Disadvantaged Youth, Early Childhood Education, *Learning Theories, *Models, *Preschool Children, Preschool Curriculum, Sequential Learning, Skill Analysis, *Task Performance, Transfer of Training, Visual Stimuli

A curriculum hierarchy evaluation (CHE) model was developed by combining a transfer paradigm with an aptitude-treatment-task interaction (ATTI) paradigm. Positive transfer was predicted between sequentially arranged tasks, and a programed or nonprogramed treatment was predicted to interact with aptitude and with tasks. Eighteen four and five year-old urban disadvantaged boys and girls from a Head Start class in Honolulu, randomly assigned to one of three groups, were administered multiple discrimination and concept tasks under sequences which would reveal predicted transfer and interaction effects. The CHE model successfully identified transfer on the curriculum hierarchy from the multiple discrimination to the concept task, and appeared to serve as an empirical check upon a task analysis of the concept task. A programed sequence was superior to a non-programed sequence irrespective of aptitude or task. The most severe restriction of the model is that it is limited in application to only two tasks in a linear hierarchy. It is suggested that the model be extended to include different tasks and aptitudes. (Author/LR)

ED 050 146

Hedl, John J., Jr. And Others

Computer-Based Intelligence Testing.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.
Pub Date Feb 71

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, Automation, College Students, *Computer Programs, Evaluation, *Intelligence Tests, Item Analysis, Psychological Testing, Scoring, *Test Construction, *Testing, Test Scoring Machines, *Test Validity
Identifiers—SIT, *Slosson Intelligence Test, WAIS, Wechsler Adult Intelligence Scale

The development and evaluation of an interactive computer-based administration and scoring program for the Slosson Intelligence Test (SIT) is discussed. A computer program successfully developed for administering and scoring the Wechsler Adult Intelligence Scale is cited to support the feasibility of developing this proposed SIT program. Testing, scoring, content analysis procedures, and validity evaluation of the computer-based approach, are described. Student input to the IBM 1500 Instructional System, used for the administration of the computer-based SIT (CB-SIT), consisted of typewritten responses

which were automatically recorded and evaluated. Anxiety scales were administered by the computer system before and after the CB-SIT, and attitude scales were presented in the conventional paper-and-pencil form. Validation of the CB-SIT was conducted by a comparative evaluation in which the SIT and WAIS were traditionally administered. A Latin square design was used to counterbalance potential order and sequence effects of the three test administrations. Data analysis involved evaluation of the test administration procedure and determination of concurrent validity. Results indicated high correlation between the CB-SIT and the original form and confirmed that an automated administrative system is both feasible and valid for SIT. (LR)

ED 050 147 TM 000 535

Edwards, Keith J.

Correcting Partial, Multiple, and Canonical Correlations for Attenuation.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Pub Date Feb 71

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Correlation, Error Patterns, Predictive Validity, *Predictor Variables, Reliability, *Research Tools, *Standard Error of Measurement, *Statistical Analysis, True Scores

The correction for attenuation formulas for partial, multiple, and canonical correlation coefficients are discussed and the effects of measurement errors on these statistics are explored. The notation is standardized and the derivation extended where appropriate. It is shown that as the reliabilities of the predictors become more disparate, the true contributions of each variable become more distorted. Relevant supporting formulas are included. (AE)

ED 050 148 TM 000 536

Ebel, Robert L.

The Comparative Effectiveness of True-False and Multiple Choice Achievement Test Items.

Pub Date Feb 71

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

Available from—Robert E. Ebel, 449 Erickson Hall, Michigan State University, East Lansing, Michigan 48823

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Achievement Tests, Comparative Analysis, *Item Analysis, *Multiple Choice Tests, *Test Construction, *Test Reliability, Test Selection

Identifiers—*True False Tests

The suggestion that multiple-choice items can be converted to true-false items without essentially changing what the item measures and with possible improvement in efficiency is investigated. Each of the 90 four-choice items in a natural science test was rewritten into a pair of true-false items, one true, one false. The resulting 180 items were divided to make two 90-item forms A and B which were administered to chance halves of a class of college students. Following item analysis, the most highly discriminating member of each pair of items was chosen for further comparison with the multiple choice forms. Using these selected T-F items, two additional experimental forms, half true-false and half original multiple choice items, were then constructed and administered. Analysis of the resulting data indicates that true-false test items, item for item, are less discriminating than multiple-choice items. This gives partial support to the belief that minute for minute a true-false test can be as reliable as a multiple choice test. It also indicates some support to the hypothesis that there is no important difference in what the two item forms measure. Overall results, despite their limitations, tend to strengthen rather than weaken faith in the usefulness and value of true-false test items. (LR)

ED 050 149 TM 000 538

Lynch, Mervin D.

The Mini Rat: Its Development and Some Evidence on Its Validity.

Pub Date Feb 71

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Association Tests, *Associative Learning, Creative Ability, Creativity, *Creativity Research, *Creativity Tests, Grade 1, Grade 3, Individual Tests, Test Reliability, *Test Validity

Identifiers—*Mini Rat (Remote Associates Test)

The Mini Rat (Remote Associates Test) was developed in response to the need for creativity measures with which one could study the consequences of elementary school teaching on the students' creative potential. It is an associative measure with 20 items in which children are asked to give verbal responses to word doublets in the form of third words which are more or less equally associated with each of the two words in the doublet. Thus, the test employs logic similar to that used in the original RAT which was developed for high school and college level students. Words for the Mini Rat items were selected from word lists and books suitable for grades 1-3. Two studies of the validity of the measure for children in grades 1 and 3 are described. The measure discriminated in expected ways between a priori categorized groups of high and low creative children. The hypothesis that it takes a creative person to recognize a creative child was not supported. Grade and sex differences were evident on one test form but not on another. Split-half reliability coefficients were .78 for Form A and .79 for Form B. (CK)

ED 050 150 TM 000 539

Kurth, Richard W.

A Report on the Florida Educational Needs Study, 1968-1970.

Florida State Dept. of Education, Tallahassee.

Pub Date Feb 71

Note—14p.; Part of a symposium on "Comparative Models for State Needs Assessment," presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Demography, Economic Factors, *Educational Needs, Evaluation Criteria, Evaluation Techniques, *Models, Public Schools, Social Factors, State Departments of Education, *State Programs, *Student Needs

Identifiers—*Florida

To attempt to assert that assessing educational need is a concept new to education would be naive. On the other hand, there is little question that this most critical component of planning and decision-making has over the years largely been left to the somewhat capricious whims of intuition and educational "guessmanship." This paper is a report on one effort to place need assessment on a more substantive and responsible basis. The study concentrated on producing five different but complementary types of information: (1) a description of the status of learners in seven broad behavioral areas, (2) a statement of critical needs in these areas, (3) a description of the population characteristics most highly correlated with each identified need, (4) an evaluation of the effect which certain selected system inputs have on each need, and (5) an analysis of the opinions which certain "educationally-relevant" subpopulations hold regarding education. Three strategies are utilized to this end: (1) a secondary analysis of state and district socioeconomic, ethnic and educational data, (2) a survey of the educational practices and learner characteristics of Florida school districts, and (3) a sampling of the opinions of selected subpopulations. While the study is not seen as the final word in assessment models, it is felt to be a significant step in the right direction. The appendices include a list of eight behavioral areas in which needs were identified, eleven need-susceptible target populations with critical needs identified, and details of the effectiveness of system inputs. (Author/CK)

ED 050 151 TM 000 540

Stanley, Julian C. Livingston, Samuel A.

Correcting Four Similar Correlational Measures for Attenuation Due to Errors of Measurement in the Dependent Variable: Eta, Epsilon, Omega, and Intraclass r.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Pub Date Feb 71

Note—10p.; Part of a symposium entitled "Some Attenuating Effects of Errors of Measurement," presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Variance, *Cluster Grouping, *Correlation, Data Analysis, *Reliability, Sampling, *Standard Error of Measurement, Statistical Analysis, Surveys, True Scores

Identifiers—*Attenuation (Correction)

Besides the ubiquitous Pearson product-moment r , there are a number of other measures of relationship that are attenuated by errors of measurement and for which the relationship between true measures can be estimated. Among these are the correlation ratio (η squared), Kelley's unbiased correlation ratio (ϵ squared), Hays' omega squared, and the intraclass coefficient of correlation, expressed as a ratio of variance components by Ronald Fisher. This paper shows how to correct each of these for attenuation. Such corrections permit estimates of relationships between true scores to be made when estimates of relevant reliability coefficients are available. (Author)

ED 050 152 24 TM 000 541

Frayer, Dorothy A.

Simplex Analyses of the Test Data: What Can They Tell Us?

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Pub Date Feb 71

Contract—OEC-5-10-154

Note—20p.; From symposium "Experimental Approaches to Establishing the Construct Validity of Tests of Concept Attainment" presented at the Annual Meeting of AERA, New York, Feb. 1971

Available from—Wisconsin Research and Development Center for Cognitive Learning, University of Wisconsin, Madison, Wisconsin 53706

Document Not Available from EDRS.

Descriptors—*Concept Formation, Correlation, *Data Analysis, Grade 6, Mathematics, Models, Predictive Measurement, Social Studies, Standard Error of Measurement, *Task Analysis, *Task Performance, *Test Reliability, Test Validity, True Scores

A Paradigm for testing concept attainment, comprised of twelve tasks, was formulated. These tasks were hypothesized to form a cumulative hierarchy. Tests were constructed in mathematics and social studies using the paradigm. Data for these tests was analyzed by Kaiser's method for fitting a perfect simplex and Schonemann's method for fitting a quasisimplex. Results suggest that tasks requiring recognition of attribute examples or concept examples are of least complexity; tasks requiring recognition of relevant attributes or the concept definition are of intermediate complexity; and tasks requiring recognition of irrelevant attributes or principles are of greatest complexity. Sample items are included in the appendix. (Author)

ED 050 153 TM 000 542

Purkey, William W. And Others

The Development of a "Pupil Behavior Inventory" to Infer Learner Self Concept.

Florida Univ., Gainesville. Coll. of Education.

Pub Date Feb 71

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Elementary Schools, Factor Analysis, *Rating Scales, Scores, *Self Concept, Self Evaluation, *Student Behavior, Student Evaluation, Students, Student Teacher Relationship, Teachers, *Test Reliability, Test Validity

Identifiers—*Pupil Behavior Inventory, Self Esteem Inventory

The Pupil Behavior Inventory was developed to infer learner self concept from teachers' ratings of eighteen items related to a pupil's overt classroom behavior. Split-halves reliability estimates for eleven teachers was 0.93 and reliability of the total score means of three raters for eleven students was 0.84. Four areas related to self concept as learner were identified from a factor analysis

and were labelled: 1) Relating 2) Asserting 3) Investing 4) Accomplishing. Advantages of the instrument are: ease of scoring, non-reactivity with the pupil, measurement of self concept of early elementary pupils, as well as older pupils, and measurement of public behavior. Preliminary and revised versions of the instrument are included in the appendix. (Author/CK)

ED 050 154

TM 000 544

Davis, Frederick B.
Criterion-Referenced Tests.
Pub Date Feb 71

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Criterion Referenced Tests, *Diagnostic Tests, Individual Differences, *Individualized Instruction, Instructional Materials, Norms, *Predictive Ability (Testing), Reliability, Scores, Standardized Tests, *Test Construction, Testing, Tests

Confusion has arisen because tests are described as criterion-referenced or norm-referenced. Generally, these terms should apply to scores and not to tests since either type of score may be obtained for any test. Various terms such as absolute scores, fixed-standard scores and mastery-test scores may be more appropriate substitutes for criterion-referenced scores. Mastery-test scores grow out of the historical development of instructional tests allowing the student to demonstrate that certain prescribed skills and practices had been learned. With the advent of individualized instruction in the 1920's, diagnostic tests were developed to determine the already established level of accomplishment. Because instructional materials and accompanying diagnostic and mastery tests were not made generally available, individualized instruction was abandoned in the schools till the 1950's. Today, modern test theory can provide many guidelines to the content validity, length, item format, and scoring of mastery tests. In conclusion, mastery and diagnostic tests should supplement standardized survey tests in educational evaluation; there need be no problem of choosing between them. (CK)

ED 050 155

TM 000 546

Leicht, Kenneth L. Cashen, Valjean M.
Type of Highlighted Material and Examination Performance.

Illinois State Univ., Normal.
Pub Date Feb 71

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Content Reading, *Cues, Instructional Materials, *Learning Processes, Printing, *Recall (Psychological), *Testing

Identifiers—*Isolation Effect
The present study asked whether laboratory findings that isolation of an item facilitates its recall extended to formal educational settings. Four groups of students from a General Psychology class were differentiated in terms of the type of material which was isolated in assigned readings. Principles, examples of principles, or trivial statements were selected for isolation by underlining, while readings of the remaining group did not contain underlinings. Class examinations included questions directed at knowledge of each type of material. Slight support was obtained for the prediction that exam performance on a particular type of material depended upon whether the material was isolated. There was no evidence for an overall facilitation by isolation. That is, underlining of one type of material did not appear to aid exam performance on nonisolated materials. (Author)

ED 050 156

TM 000 548

Bradley, Paul A. Woolley, Dale
Making Better Decisions on Assessed Needs: Differentiated School Norms.
California Univ., Los Angeles. Center for the Study of Evaluation.
Pub Date Feb 71

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Comparative Analysis, Curriculum Evaluation, Educational Improvement, *Educational Needs, *Evaluation Methods, Evaluation Needs, *Norms, *Program Evaluation, School Improvement, Standardized Tests, Statistical Data

This paper discusses the use of student performance data as an input to the last phase of a needs-assessment evaluation. The weaknesses for this purpose of national pupil norms are examined and it is suggested that improved data is required to reflect the many differences that exist between schools. Specifically, two changes are proposed: the provision of national school norms with standardized tests as well as pupil norms, and, if feasible, norms for different "types" of schools. Hypothetical examples are presented in graph form and the uses of such data are discussed. (AE)

ED 050 157

TM 000 549

Berlak, Harold
Naturalistic Observation as a Research Instrument in Curriculum Development.

Washington Univ., St. Louis, Mo. Graduate Inst. of Education.
Pub Date Feb 71

Note—16p.; From symposium "Participant Observation and Curriculum: Research and Evaluation" presented at the Annual Meeting of AERA, New York, N.Y., Feb. 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Classroom Observation Techniques, Curriculum Development, Curriculum Evaluation, *Curriculum Research, Data Collection, Decision Making, Educational Practice, Educational Theories, *Evaluation Methods, Formative Evaluation, Interaction Process Analysis, Program Effectiveness, *Research Methodology, Research Problems, Research Tools

Identifiers—*Naturalistic Observation

A number of problems are identified and questions raised about the usefulness of conventional instruments of educational and psychological measurement in curriculum evaluation and research. Four purposes of curriculum evaluation data are identified: (1) advancement of science, (2) curriculum revision, (3) provision of data for the formulation of educational policy decisions, and (4) a method for the development and refinement of educational theory. Some of the limitations of existing methodologies that relate to these purposes are pointed out, and the use of naturalistic observational methods is seen as providing solutions to a few of these problems. The study is an effort to identify existing research and measurement problems which may contribute to the improvement of theory and practice in education. (Author/AE)

ED 050 158

TM 000 550

Sulkin, Howard A. And Others
Problems and Techniques in Achieving Both Ecological and Population Validity in Educational Research.

Chicago Univ., Ill. Industrial Relations Center.
Pub Date Feb 71

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, *Evaluation, Interpersonal Relationship, Models, Research Design, *Research Problems, *Sampling, School Personnel, Statistical Analysis, *Validity

Identifiers—Ecological Validity, Population Validity
Some of the requirements and consequences of rigorous and valid educational evaluation research are explored in terms of problems in achieving two types of external validity, population and ecological. The former refers to the generalizability of inferences to subjects not included in a study, while the latter is concerned with the "environment" under which the same results can be expected. A research model which emphasizes the use of a well-controlled and well-defined stimulus situation and thus facilitates unambiguous determination of the relationship between stimulus and response is considered. A recent study in which some social-psychological problems arose directly related to constraints involved in achieving ecological and population validity is examined in detail. (CK)

ED 050 159

TM 000 552

Hakstian, A. Ralph
On Oblique Quasi-Procrustean Factor Transformation.

Alberta Univ., Edmonton.
Report No—RIR-71-1

Pub Date Jan 71

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, *Factor Analysis, Hypothesis Testing, *Mathematics, *Oblique Rotation, Orthogonal Rotation, Psychological Tests, *Statistics, *Transformations (Mathematics)

A new general approach to the problem of oblique factor transformation is identified and presented as an alternative to the common "blind" transformation techniques currently available. In addition, techniques for implementing such an approach are developed. The first section of the paper contains a brief review of the procrustes problem. The next section contains the rationale for a somewhat related—"quasi-procrustean"—approach to oblique factor transformation. The third section contains the development of new techniques for implementing this approach. Following this derivation, solutions for three well-known sets of data are presented. Finally, some aspects of such an approach in need of further research are discussed. (Author)

ED 050 160

TM 000 553

Daniels, LeRoy B.
The Justification of Curricula.
Pub Date Feb 71

Note—62p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, Curriculum Development, Curriculum Enrichment, *Curriculum Evaluation, Democratic Values, *Educational Objectives, Evaluation Criteria, *Evaluative Thinking, Institutions, Moral Values, Social Values, *Values

Actual attempts to justify curricula are differentiated from attempts to characterize the justification. Consideration of these first and second order types of justification reveal three phased components. These are: Evaluation of curricular effectiveness in attaining proposed goals; examination of the compatibility of these goals with a given value system; criticism of the value system itself. An attempt is made to outline and use such second order curricula justification. Recent works which have presented the basis for a more explicitly differentiated and coherent second order characterization of curricular justification are discussed and the logic of justification is considered with an analysis of four stages of justification: verification, validation, vindication, and rational choice. This analysis provides seven possible moves in attempting to justify something. One of these, the transcendental argument, is discussed in detail. The "grammar" of curriculum and some perspectives from which curricula can be evaluated are considered in conjunction with this type of justification. A comprehensive list of references is included for further exploration and research. (TA)

ED 050 161

TM 000 554

Prediger, Dale J.
Converting Test Data to Counseling Information: System Implementation in a Vocational School.
American Coll. Testing Program, Iowa City, Iowa.
Pub Date Feb 71

Note—51p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aptitude Tests, Cluster Grouping, Computer Programs, Data Analysis, Data Collection, Females, *Guidance Counseling, *Information Processing, Interest Tests, Males, Personality Tests, Predictor Variables, *Student Characteristics, *Test Interpretation, *Vocational Counseling, Vocational High Schools

General objectives were to develop and implement computer-based procedures for obtaining

validated data on the characteristics of vocational school students and to convert this data into counseling information. Two types of data-information conversion procedures were field-tested: similarity scores based on discriminant analysis, and success estimates based on regression analysis. Scores from 36 aptitude, interest, and personality measures were accumulated for approximately 1600 prospective area vocational school students. A progress record was kept for each of these students after vocational school enrollment. Multivariate analyses conducted on antecedent and criterion data formed the bases for data-information conversion procedures used in the field tests. It is concluded that: (1) Successful and satisfied students enrolled in diverse vocational programs can be differentiated by aptitude, interest, or personality measures obtained prior to or shortly after entry into the programs; (2) Similarity scores and profiles represent effective techniques for translating data on these differences into useful counseling information; (3) useful estimates of vocational program success can be conveyed to students in the form of experience tables based on the best predictors in a comprehensive battery of aptitude measures; and (4) The development of a generalized system of computer-based procedures for data-information conversion is both feasible and desirable. (Author/PR)

ED 050 162 TM 000 555

Costello, Robert J. Dunham, Jack L.
Inductive Reasoning Processes in Concept Learning
Texas Univ., Austin.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency.

Pub Date Feb 71

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Ability, *Cognitive Processes, *Concept Formation, Factor Analysis, Factor Structure, Feedback, *Inductive Methods, Models, *Performance Factors, Success Factors, *Task Performance, Testing Problems, Test Validity, *Vocational Rehabilitation

Traditionally, studies investigating the relationship between mental abilities tests and performance on learning tasks have attempted to establish a direct relationship between these two domains by use of factor analytic techniques. It is suggested that an alternative approach can be formulated in terms of an information processing analysis of both the test and the task. Two experiments, undertaken to examine the use of intellectual process constructs in considering this relationship, are fully described. According to the proposed model, the first stage would be an information processing analysis of known tests of mental ability. The results of Experiment I indicate that commonly-used tests of mental abilities may be composed in part of several specifiable intellectual processes which may be similar across a diverse range of mental abilities. Experiment II revealed that instructing a group of subjects to use hypotheses relevant to attaining solutions in a series of concept problems contributed significantly to their mean performance. In addition, hypothesis generation, evaluation, and memory are proposed as three intellectual processes important in concept learning problems. (Author/PR)

ED 050 163 TM 000 556

Chuang, Ying C.
Simulation Model and Educational Research.
Center for Urban Education, New York, N.Y.

Pub Date Feb 71

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Mathematical Models, *Models, Research Design, Research Methodology, *Research Tools, Simulated Environment, *Simulation, *Systems Analysis, Systems Approach

Simulation is defined and its use, as related to three types of models, iconic, analogue, and symbolic, that may be utilized in educational research

is discussed. A five-step procedure is outlined that can be followed in the process of symbolic model construction. Simulation methods, based on these three models, are examined, and illustrations of each method are presented and discussed. The report points out the advantages of the simulation approach as being 1) the ability to control many features of a system that one would not usually control in practice and thus relate known manipulations to known results, 2) control of time and cost scales, and 3) the ability to carry out experimental testing of hypothetical conditions that do not yet exist. Limitations of the simulation approach are seen in terms of 1) indiscriminate use of large-scale system simulation which results in the construction of models that become goals rather than means to a goal, 2) the relatively high cost of digital simulation, and 3) the need for careful selection of input conditions and specific output required. (AE)

ED 050 164 TM 000 557

Elstein, Arthur S. Shulman, Lee S.
A Method for the Study of Medical Thinking and Problem Solving.

Michigan State Univ., East Lansing.

Pub Date Feb 71

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Diagnosis, Cognitive Measurement, *Critical Thinking, Data Analysis, Decision Making Skills, Hypothesis Testing, Medical Education, Medical Evaluation, *Physicians, Problem Solving, Rating Scales, Research Design, Scientific Attitudes, *Scientific Methodology, *Simulation, Video Tape Recordings

A method for studying medical reasoning in a life-like setting is reported. Simulated medical problems, amplified by concurrent thinking aloud, episodic retrospection during the work-up, and videotape-stimulated retrospection, are used to obtain records of the behavior and reasoning physicians use to solve diagnostic problems. The fundamental units of analysis are questions, critical findings, and hypotheses. Eight categories of questions relate the information seeking behavior of the inquiring physician to a widely accepted outline for medical history taking. Critical findings in a case are elicited by questions and are assigned weights depending upon their relation to any conceivable diagnostic hypothesis. Hypotheses tested by an inquirer are identified from his thinking aloud and retrospection. Findings elicited are evaluated in relation to inquirer's hypotheses or to those he might have considered but did not. Medical diagnosis is thus analyzed as a special case of hypothesis testing. The method is illustrated by application to two work-ups of the same problem; one globally rated substantially better than the other. The method effectively distinguishes between the two in psychologically relevant ways. Discussion relates the findings to current work in problem solving. (Author)

ED 050 165 TM 000 559

Hereford, Carl F.
Instructional Variables Related to Educational Goals.

Texas Univ., Austin.

Pub Date Feb 71

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Experiments, *Educational Objectives, Evaluation Methods, Instructional Aids, Instructional Design, *Instructional Innovation, Instructional Materials, Pacing, Proctoring, *Teacher Education, *Teaching Methods

A number of instructional variables and their relationship to educational goals is discussed. This relationship is not always readily apparent, particularly when complex learning and many educational goals are involved. Experimentation is often needed to determine the most efficient set of instructional variables to achieve the desired educational goals. An example of this experimental evaluation is reported in a study involving a teacher training course, where instructional variables were constructed not only to

cover development, statistics, measurement, and classroom management, but also to influence the trainee's attitude toward himself, the students, and teaching. The course was divided into units, with grading based on units completed rather than percentage of materials learned within each unit. Thus emphasis was shifted from obtaining grades to mastering the material. Results of the evaluation showed that none of the instructional variables considered by itself was significantly related to the educational goal. (AG)

ED 050 166 TM 000 561

Feldman, David H. And Others
Unusualness, Appropriateness, Transformation and Condensation as Criteria for Creativity.

Minnesota Univ., Minneapolis.

Pub Date Feb 71

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, Behavior Patterns, Cognitive Ability, *Conceptual Schemes, *Creative Thinking, *Creativity Tests, *Criteria, High School Students, Testing Identifiers—*Torrance Tests of Creative Thinking
Jackson and Messick present the beginning of a broad theory of creativity which includes four sets of properties by which outcomes of creative processes can be judged. The properties are unusualness, appropriateness, ability to transform the constraints of reality, and ability to condense meaning. Current tests for creativity generally emphasize only unusualness and—to a very limited extent—appropriateness as criteria for creativity. The present study reanalyzes creativity test results for transformations using aesthetic reactions of judges to creativity test responses, a technique intended to operationalize Jackson and Messick's observation that creative products engender specific aesthetic reactions in the viewer in relation to each response property. Results are compared with standard creativity test scores. The Torrance tests are found to generate low-order creative responses as judged within the Jackson/Messick framework. The subjects who produced the most powerful creative responses are not necessarily those who scored highest on the Torrance tests. (Author)

ED 050 167 TM 000 562

Evans, G. T.
Standardization of Selected Semantic Differential Scales with Secondary School Children.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Feb 71

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjectives, *Attitudes, *Concept Formation, Factor Analysis, Factor Structure, High School Students, Junior High School Students, *Models, *Rating Scales, *Standardized Tests

Identifiers—*Semantic Differential Scales

A basic assumption of this study is that the meaning continuum registered by an adjective pair remains relatively constant over a large universe of concepts and over subjects within a relatively homogeneous population. An attempt was made to validate this assumption by showing the invariance of the factor structure across different types of subjects, and across different classes of concepts. The existence of systematic response tendencies independent of the meaning of the adjectives was demonstrated. Although the substantive results agreed generally with the Evaluation, Activity and Potency dimensions of earlier research, notable differences were found; specifically, that a clear separation between a hedonic response and a judgment of values seems to exist. The data from the 60 developed scales suggests seven useful composites which may be used fairly confidently (with similar samples) to measure attitudes without the need to factor analyze the scales for the new data. (TA)

ED 050 168 TM 000 563

Hendrickson, Gerry F.
The Effect of Differential Option Weighting on Multiple-Choice Objective Tests.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
Report No—R-93

Bureau No—BR-61610-0321

Pub Date Jan 71

Grant—OEG-2-7-061610-0207

Note—53p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Answer Keys, Correlation, Factor Structure, *Guessing (Tests), High School Students, Mathematical Models, *Multiple Choice Tests, Objective Tests, *Scores, Scoring, Sex Differences, Statistical Analysis, Test Bias, *Testing Problems, Test Reliability, Test Validity, *Weighted Scores

The purpose of this study was to determine whether option weighting improved the internal consistency and intercorrelation of the subtests. The differential option-weighting scheme employed in this study is based on one devised by Guttman. The tests were first scored with Guttman-type weights and then with conventional correction-for-guessing weights. The internal consistency of the tests increased markedly when Guttman-type weights were used. The correlation of the two verbal subtests increased somewhat when Guttman weights were used, but the correlation of the two mathematics subtests as well as the intercorrelation of all verbal and mathematics subtests decreased. Differences in the factor structure of the Guttman-weighted and the conventionally weighted subtests were used to explain the result. (Author)

ED 050 169

TM 000 565

Tuckman, Howard P.

The Use of Predictive Models in Forecasting Student Choice.

Florida State Univ., Tallahassee. Inst. for Social Research.

Pub Date Feb 71

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Choice, Cross Cultural Studies, Cultural Factors, *Educational Benefits, Ethnic Groups, Higher Education, High Schools, *Income, *Models, *Multiple Regression Analysis, Post Secondary Education, Predictive Measurement, *Predictor Variables, Probability Theory, Seniors, Socioeconomic Status, Student Costs, Student Research

This paper uses ordinary least squares regression to obtain probabilities for the post-graduation choices of high school seniors, and it presents an illustration of the use of these probabilities in calculating future income. Problems raised by the use of the least squares regression are discussed. The benefits of higher education and ways in which they may be used as predictors are considered. The estimates presented are based upon data collected by a questionnaire administered to 2453 public high school seniors in Dade County, Florida. (GS)

ED 050 170

TM 000 566

Coughlan, Robert J. Froemel, Ernest C.
A Comparison Between Two Standardized Measures of Teacher Morale.

Pub Date Feb 71

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, Comparative Testing, Correlation, Elementary School Teachers, *Factor Analysis, Factor Structure, *Predictor Variables, Questionnaires, School Surveys, Secondary School Teachers, Standardized Tests, *Teacher Attitudes, *Teacher Morale

Identifiers—PTO, Purdue Teacher Opinionnaire, School Survey, SS

The Purdue Teacher Opinionnaire (PTO) and the School Survey (SS) were studied to determine their comparative effectiveness in measuring similar aspects of teacher morale. Elementary and secondary school teachers from a Wisconsin middle-class school district completed both instruments. Analysis of the data revealed six significant

canonical correlations relating the two scales. Four of these variates proved to be interpretable: supportive relations, pay and benefits, work load, and facilities and equipment. Each variate is discussed and the elements are presented in individual tables. The study indicates that teacher morale can be predicted from a number of factors common to both instruments. (LR)

ED 050 171

TM 000 567

Fry, Edward Emmer; Sara

The Effect of the Use of Reading Readiness Materials in the First Grade.

Pub Date Feb 71

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, Grade 1, *Phonics, Reading Comprehension, *Reading Instruction, *Reading Readiness, Reading Readiness Tests, Reading Skills, *Vocabulary Skills, Word Recognition, *Word Study Skills

The effects of the use of traditional series readiness workbooks and subsequent delay in beginning reading instruction on reading achievement at the middle and end of first grade were investigated. Fifty-seven percent of the children in a suburban school district used traditional readiness workbooks and of the remaining 43%, some used non-series readiness workbooks that taught sounds but not words. A stratified random sampling procedure assigned one readiness class and one reading class to each of three schools. Teacher volunteers were correspondingly classified. Those in the readiness programs were told that they must use the readiness workbooks for six weeks during which there was to be no formal reading instruction, and those who were reading class teachers were told to begin formal reading instruction using pre-primers with all children. Both formal and informal reading ability pre-tests showed that there were no statistical differences between the groups. The results showed that the use of traditional reading readiness materials in first grade is not only valueless, but may even retard reading progress. On the other hand, regular reading instruction is valuable and should not be denied any child. (TA)

ED 050 172

TM 000 568

Porter, Andrew C.

How Errors of Measurement Affect ANOVA, Regression Analyses, ANCOVA and Factor Analyses.

Pub Date Jan 71

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, *Analysis of Variance, Correlation, *Factor Analysis, Measurement, Models, *Multiple Regression Analysis, *Standard Error of Measurement, Statistical Analysis, Statistics

In this paper problems caused by the existence of errors of measurement are identified for factor analysis, regression analysis, ANOVA, and ANCOVA. At least one detrimental effect is shown to exist for each type of analysis. When a researcher's interest is with infallible variables, he runs the risk of biased results from all of the procedures except ANOVA. The estimates of parameters in all four procedures suffer from inflated error variance. Some partial solutions are indicated, but clearly more work is needed on several of the problems. Most statistical procedures have been developed for models where variables are assumed to be free from errors of measurement. Since almost all educational research involves use of fallible variables, it is important that the effects of errors of measurement for the various models be understood and that the understanding be reflected in current research practice. (Author/GS)

ED 050 173

TM 000 570

Campbell, Paul B. Beers, Joan S.

Definition and Measurement in the Affective Domain: Appreciation of Human Accomplishments.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Factor Analysis, *Grade 5, *Grade 11, *Measurement Techniques, Pictorial Stimuli, Reliability, *Research Tools, Test Construction, Visual Measures

Identifiers—Pennsylvania Inventory of Cultural Appreciations, *Pennsylvania Plan, PICA, Things People Do Inventory, TPD

The first three levels of the taxonomy in the affective domain guided the development of two inventories—the Pennsylvania Inventory of Cultural Appreciations (PICA) for 11th graders and Things People Do (TPD) for 5th graders—to measure appreciation of human accomplishments in seven areas: politics, sciences, sports, literature, visual arts, music, and theatre. Alpha coefficient for the PICA is .92, and for the TPD, .79. Photographs are used in the TPD. With a sample of 3,000 at each grade level, analyses of the instruments included comparison of means, analysis of correlations, factor analysis and analysis of cumulative structure. The hypothesized hierarchical structure is supported by the TPD data but not by the PICA data. Many inferences and implications are discussed. (Author/GS)

ED 050 174

TM 000 572

Eash, Maurice J.

A Comprehensive Curriculum Evaluation of the Christian Action Ministry Academy-1970.

Illinois Univ., Chicago. Chicago Circle Campus.

Pub Date Nov 70

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Black Community, *Church Programs, College Students, Community Cooperation, Curriculum Design, *Curriculum Evaluation, *Dropouts, Dropout Teaching, Economic Disadvantage, *Negro Education, Program Evaluation, Research Design, Student Attitudes, Student Teacher Relationship, Urban Dropouts, *Urban Schools

The results of a comprehensive curriculum evaluation of the Christian Action Ministry (CAM) Academy, which was founded to help black dropouts complete their high school education and secure college placement are reported. The CAM Academy requested the assistance of the University of Illinois in undertaking a comprehensive curriculum evaluation to provide the data necessary to the development of a new program. Objectives of the evaluation were to determine the effects of the educational program on the students, to explicate the instructional and curriculum designs in operation and changes which had occurred in them, to identify the constructs in these designs which made them viable alternatives for the students, and, finally, to test areas of cooperative endeavor which would be beneficial to both the University and its neighboring community. A modification of Stufflebeam's model which employs four evaluative areas - context, input, process, and product - was employed as a guide for data collection. A number of data sources were tapped and the resulting information was analyzed against contrast data on public school curricula and students. Results are presented and educational implications are discussed. (PR)

ED 050 175

24

TM 000 576

O'Connor, Edward F., Jr.

Extending Classical Test Theory to the Measurement of Change.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Report No—CSE-60

Bureau No—BR-6-1646

Pub Date Oct 70

Contract—OEC-4-6-061646-1909

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Comparative Statistics, Correlation, Equated Scores, Evaluation Methods, *Measurement Techniques, *Reliability, Research Methodology, Research Problems, Research Tools, *Statistical Analysis, *True Scores

Identifiers—*Change Scores

The problem of the comparability of change scores is investigated. Change quotients and residual change scores are evaluated as alternative approaches and methods for estimating the true change and true score residual, the reliability of change scores and residuals, and procedures for constructing confidence intervals for residuals are explored. It is concluded that: (1) residuals can be used to compare the performance of individuals or groups while holding the initial status variables mathematically constant if the data meets the assumptions of a multivariate normal distribution; (2) group means should be used to compute residuals for comparing groups with the same sample size; (3) parallel-forms reliability of raw-score residuals and other estimated true scores are not necessarily equal to the index reliability; (4) for statistical analyses of the determinants of change, partial correlations or multiple regression analysis should be used with final status as the criterion and initial status as one of the covariates; and (5) errors in the predictor or initial status variables can change even the sign of partial correlation or multiple regression coefficients. It is recommended that test-retest estimates of reliability be used to correct coefficients for attenuation. A bibliography and statistical data are included. (AE)

ED 050 176 TM 000 580

McLaughlin, Kenneth F.

Interpretation of Test Results.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Report No.—Bull-7; OE-25038

Pub Date 64

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, *Counseling, Expectancy Tables, Group Tests, Guides, Individual Tests, Intelligence Tests, Item Analysis, Multiple Choice Tests, *Parent Counseling, *Standardized Tests, Test Construction, Testing Programs, *Test Interpretation, Test Reliability, *Test Results

This bulletin attempts to explain the use and limitations of regularly the process of selecting educational areas which should receive additional interpret adequately their meaning to parents and students. A companion publication "Understanding Testing Purposes and Interpretations for Pupil Development," also prepared by HEW, was issued in 1960. A general discussion of the development of a standardized test is followed by consideration of specific types of tests, including intelligence or scholastic aptitude tests and achievement tests. Scoring a multiple-choice type test, the accuracy of test results, and the analysis of class achievement are also discussed. A section on classroom interpretation of test scores provides helpful suggestions on how to handle the interpretation of this material with students and parents. An extensive list of selected references is included. (TA)

ED 050 177 24 TM 000 581

Amor, J. P. Dyer, J. S.

A Decision Model for Evaluating Potential Change in Instructional Programs.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Report No.—CSE-62

Bureau No.—BR-6-1646

Pub Date Nov 70

Contract—OEC-4-6-061646-1909

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Decision Making, Educational Improvement, Elementary Schools, Estimated Costs, Instructional Programs, *Models, Preschool Education, *Program Budgeting, Program Development, *Program Evaluation, *School Administration, Secondary Schools, Statistical Analysis

A statistical model designed to assist elementary school principals in the process of selection educational areas which should receive additional emphasis is presented. For each educational area, the model produces an index number which represents the expected "value" per dollar spent on an instructional program appropriate for strengthening that area. Although the model is explained in terms of this specific application, the

approach proposed could also be used to structure similar decision problems at the district or state levels, or in secondary and pre-school educational systems. The calculation of the index number for a particular area depends on: (1) the relative importance of that area in terms of the overall educational goals; (2) the "utility" or "value" to the decision maker of making an improvement in that area, given the current level of performance; (3) the probability distribution of the results of implementing a particular type of improvement program for that area, given the current level of performance; and (4) the cost of the program. These factors are combined into a statistical formula yielding the desired index number. The use of these indices as decision instruments is also discussed. Statistical data and a bibliography are included. (Author/AE)

ED 050 178 24 TM 000 613

Guilford, Joan S. And Others

Development of a Values Inventory for Grades 1 Through 3 in Five Ethnic Groups. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-0196

Pub Date Jan 71

Contract—OEC-0-70-2673

Note—278p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—American Indians, Anglo Americans, Chinese Americans, Cultural Differences, *Early Childhood Education, Ethical Values, Ethnic Groups, Ethnic Studies, Factor Analysis, *Individual Needs, Item Analysis, Japanese Americans, Mexican Americans, Negroes, *Primary Grades, Reliability, Sex Differences, *Test Construction, *Values

Identifiers—*Values Inventory for Children

The purpose of this project was to develop a non-verbal self-administering values inventory appropriate for children grades one to three. Children from five ethnic groups were administered a 60-item picture inventory designed to measure dimensions of value based on needs. Factor analyses of the resulting item inter-correlations for the total sample revealed underlying dimensions of a sociological nature. Factor analyses within ethnic groups revealed consistency with respect to most factors. Item analyses were performed on the basis of sex, grade level, and ethnic groups to identify significant differences with respect to item responses. Findings suggest the necessity for a re-evaluation of the traditional approach to educating young children. The instrument identifies dimensions of values which are of use to educators. The structured preliminary interview, the inventory, and tables presenting the data and findings are included. See also TM 000 614-615. (CK)

ED 050 179 24 TM 000 614

Guilford, Joan S. And Others

Development of a Values Inventory for Grades 1 Through 3 in Five Ethnic Groups: Preliminary Interview.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-0196

Pub Date Jan 71

Contract—OEC-0-70-2673

Note—2p.; Appendix A

Available from—Not available separately; see TM 000 613

Document Not Available from EDRS.

Descriptors—*Ethical Values, *Ethnic Groups, Individual Needs, *Interviews, Item Analysis, Jews, Negroes, *Nursery Schools, Test Construction, *Values

A structured preliminary interview for children grades 1 to 3 was devised to obtain information on the kinds of situations relevant to seven hypothesized value dimensions based on the following categories of needs: 1) physiological, 2) safety, 3) love, 4) esteem, 5) aesthetic, 6) self-actualization, and, 7) aggression. A total of 23 children from a primarily Negro private nursery school and from a Jewish nursery school participated in the try-out groups. The interview itself consisted of 53 open-ended questions, phrased in such a way as to elicit from the child an instrumental value in response to the terminal value given in the question. Each of the interviews was tape-recorded so that data could be accurately noted. Some warm-up questions were included to establish rapport between the examiner and the child. Other questions were intended to

reveal the children's impressions of all aspects of the seven hypothesized value dimensions. See TM 000 613 and 000 615. (CK)

ED 050 180 24 TM 000 615

Guilford, Joan S. And Others

The Values Inventory for Children.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-0196

Pub Date Jan 71

Contract—OEC-0-70-2673

Note—80p.

Available from—Not available separately; see TM 000 613

Document Not Available from EDRS.

Descriptors—*Childhood Attitudes, *Ethnic Groups, Grade 1, Grade 2, Grade 3, *Nonverbal Tests, Pictorial Stimuli, Spanish Speaking, Test Construction, Testing, *Tests, *Values, Visual Measures

Identifiers—*Values Inventory for Children

The inventory is designed to measure seven dimensions of value based on seven categories of needs: physiological; safety; love; esteem; aesthetic; self-actualization; and aggression. Each item was pretested and checked for validity and reliability. Two test formats, each containing 30 items, were prepared: a single picture format in which the child responds on a graded scale of like-dislike by circling the face that describes his feelings; and a dual picture format in which the child draws a line under the picture he likes best. Approximately 70 minutes is required for administering the inventory. Directions are available in both Spanish and English. Eight factors are named and described: Social Conformity, Academic/Health, Me First, Masculinity, Adult Closeness, Sociability, Aesthetic, and Asocial Behavior. Statistical analyses for the total sample and the individual ethnic groups are provided. See also TM 000 613-614. (CK)

ED 050 181 TM 000 645

Angoff, William H., Ed.

The College Board Admissions Testing Program:

A Technical Report on Research and Development Activities Relating to the Scholastic Aptitude Test and Achievement Tests.

Educational Testing Service, Princeton, N.J.

Spons Agency—College Entrance Examination Board, New York, N.Y.

Pub Date 71

Note—190p.

Available from—College Entrance Examination Board, Box 592, Princeton, New Jersey, 08540 (\$5.00 per copy with a 20% discount for orders of five or more copies)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Achievement Tests, Admission (School), Admission Criteria, College Bound Students, College Curriculum, *College Entrance Examinations, Mathematics, Prediction, *Predictive Validity, Predictor Variables, Psychometrics, *Research Reviews (Publications), Statistical Analysis, Tables (Data), Test Construction, *Testing Programs, Tutoring, Verbal Tests

Identifiers—SAT, *Scholastic Aptitude Test

This report was prepared for the specialist who, well acquainted with the concepts and statistics of educational measurement, needs technical information about the Admissions Testing Program of the College Entrance Examination Board. It brings together the findings of a considerable number of studies of the Scholastic Aptitude Test (SAT) and the Achievement Tests. Three publications predated this book and they serve as a compendium of available information on the College Board Admissions Testing Program up to 1957 stressing proper test use and test interpretation for admissions and guidance. Recent manuals tend to be more interpretive than explicative. It is the aim of this book, however, to fill the information gap by providing the data needed for a comprehensive technical evaluation of the tests. In order to indicate the setting within which the program functions, a brief historical sketch, as well as administrative and psychometric considerations are briefly outlined. The scholastic Aptitude Tests and Achievement Tests are discussed and interpretive summary statistics for various subgroups of students are presented as are extensive validity studies of the admissions tests. Finally, the major findings of special studies that have been made in connection with the SAT and the Achievement Tests are summarized. (Author/CK)

ED 050 182 24 TM 000 664

Rosner, Jerome

The Design Board Program.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0253

Pub Date 71

Contract—OEC-4-10-158(010)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstract Reasoning, Geometric Concepts, Grade 1, *Learning Readiness, Pattern Recognition, Perception Tests, *Perceptual Motor Coordination, *Perceptual Motor Learning, *Tactual Visual Tests, Training, *Visual Perception

Identifiers—*Design Board Program, Metropolitan Readiness Test, Rutgers Drawing Test, WPPSI

This paper describes a visual-motor training program that has been successfully implemented with children aged 3-11. Various studies related to the development of children's visual-motor skills are reviewed and a rationale associated with the teaching of appropriate visual-motor processes is explained. Application of this rationale to the visual analysis skills used in copying is proposed. A hierarchy of objectives and criterion-referenced tests are presented together with instructional methods. The Design Board Program is suggested as a useful method of teaching the child to analyze concrete visual information. A number of validation studies are cited and briefly described. Additional studies are in progress. (Author/LR)

ED 050 183 TM 000 674

Proceedings of the Conferences on Educational Accountability.

Educational Testing Service, Princeton, N.J.

Pub Date Mar 71

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Academic Performance, Administrative Policy, Boards of Education, *Conference Reports, Creativity, Culturally Disadvantaged, *Educational Accountability, Educational Improvement, Educational Objectives, Educational Planning, *Educational Quality, Educational Responsibility, Evaluation, Instructional Programs, *Performance Contracts, Public Education, School Community Relationship, Teacher Responsibility, Teaching Quality, Tests

Considerable attention is being focused on the concept of educational accountability. The word "accountability" has as many meanings as one cares to give it and is often used in connection with such activities as assessment, evaluation, auditing, and performance contracting. These conferences, held in Washington, D. C. and Hollywood, California were the result of expressed concern for more to be said about an area in which there is so much interest and a growing need for clarification of the many issues and problems involved. The nine papers presented were organized under six main topics and are concerned with the philosophy, strategies and pitfalls of accountability in education. Each provides a substantive and challenging contribution to the understanding of what is involved in developing and implementing accountability programs of integrity and merit. Topics and speakers were: "Means and Ends of Accountability" (Terrell H. Bell); "Issues in Implementation" (Nolan Estes and Donald R. Waldrup; Robert W. Locke); "Possible Effects on Instructional Programs" (Albert Shanker); "Public Expectations" (Wilson C. Riles; H. Thomas James; Scarvia B. Anderson); "The Role of Evaluation" (Henry S. Dyer); "The Future of Accountability" (John W. Porter). (TA)

UD

ED 050 184 UD 010 978

Mornell, Eugene S. Payne, Joseph F.

Resources for Planning and Implementing School Desegregation. Bulletin Series in School Desegregation.

Pub Date 70

Note—33p.

Available from—Regional Dissemination Module, Watkins Hall, University of California, Riverside, Calif. 92502 (Free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Directories, Indexes (Locators), *Integration Methods, *Integration Plans, *Organizations (Groups), *School Integration Identifiers—California

The body of this paper consists of brief descriptions, in alphabetical order, of desegregation resources, mainly in California. For convenience, the categories of resources are divided into desegregation education, desegregation planning, integration, and financial resources. Groups such as the Anti-Defamation League of B'nai B'rith, the Task Force for Integrated Education, and the System Development Corporation are included. (Author/JW)

ED 050 185 UD 010 979

Parents as Partners in Department Programs for Children and Youth. A Report to the Secretary of the Department of Health, Education, and Welfare.

Department of Health Education and Welfare, Washington, D.C. Task Force on Parent Participation.

Pub Date Aug 68

Note—65p.; Reprint, March 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, Consumer Education, Family Life, Family Problems, *Family Programs, *Job Development, Neighborhood Centers, On the Job Training, *Parent Participation, Professional Services, Program Planning, Vocational Development, Volunteers

Identifiers—Department Of Health Education And Welfare, *Task Force On Parent Participation

The Parent Participation Task Force appointed in December 1967 by the administrators of the Office of Education, Public Health Services, and the Social and Rehabilitation Service to study parent participation and suggest policy recommendations, has recommended that the Department of Health, Education, and Welfare sponsor and promote increased participation of parents in all programs that serve children and youth and/or the parents themselves, and which receive Federal aid from this Department. Such participation includes membership of parents on advisory committees, opportunities for parents to serve as volunteers and employees, and a family-centered focus and maximum coordination of services in health, education, and welfare programs designed to serve children and youth. Particular emphasis should be placed on programs for poor families and those of minority-group status. It is necessary to develop programs that strengthen the family unit, which is under many diverse stresses and pressures, including the competition of government agencies in providing services which it formerly provided exclusively. Concomitant with the new approaches required to give all families a significant and secure place in the community, evaluation components should be built into programs. (Author/JM)

ED 050 186 UD 010 989

Equal Educational Opportunities Project, July 1, 1969 -- December 31, 1970. Final Report, and Supportive Data Supplements.

Dayton City School District, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [Feb 71]

Grant—OEC-0-9-005015-4638(036)

Note—440p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Biculturalism, City Problems, Cross Cultural Training, Educational Objectives, *Educational Planning, Equal Education, Negro Culture, Program Descriptions, Program Evaluation, Race Relations, *School Integration, *Statistical Data, Teacher Orientation, *Urban Schools, Workshops

This is the final report for the Dayton City School District Desegregation Project. Background material on Dayton and its schools is presented, as well as planning, problems, and future goals for quality integrated education. Related activities which include teacher and administrator workshops, black cultural programs, task force reports, and black and white encounter sessions are described and evaluated. Bibliographical references and project publications are

also listed. [Because of the quality of the typeface of the original document, a number of pages will not be clearly legible when reproduced. Also, copyrighted items added to the original report as auxiliary and supportive data are not included.] (DM)

ED 050 187

UD 011 127

Esposito, Dominick

Structure and Function: A Behavioral and Systemic Interpretation. ERIC-IRCD Urban Disadvantaged Series, Number 20.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Georgia Univ., Athens. Coll. of Education; Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Contract—OEC-0-9-420088-2327(519)

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Ability Grouping, *Behavioral Science Research, Classroom Arrangement, Classroom Design, *Classroom Environment, Classroom Research, Cultural Factors, Elementary Education, Integration Effects, *Models, Socioeconomic Influences, *Systems Approach

In this study, several examples of the relationship between environmental structure and the functional characteristics of objects interacting in an elementary educational environment are presented. These examples are interpreted within a frame of reference derived from a synthesis of concepts and principles from behavioral science and general systems theories. Part I provides evidence which indicates that: (1) in a relatively desegregated setting, homogeneous ability grouping tends to separate children ethnically and socio-economically, and (2) when either a heterogeneous or homogeneous environment is compounded by a self-contained classroom, the pattern of instruction across settings tends to be uniform. Part II presents a theoretical discussion which attempts to explain the process underlying the relationship between structure and function in an educational environment. An alternative model of elementary school and classroom organization is presented. (Author/DM)

ED 050 188

UD 011 453

Baronberg, Joan

Black Representation in Children's Books. ERIC-IRCD Urban Disadvantaged Series, Number 21.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 71

Contract—OEC-0-9-420088-2327(519)

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bias, Childhood Attitudes, *Childrens Books, *Elementary Grades, Fiction, Illustrations, *Negro Literature, Poetry, Preschool Education, Publishing Industry, Racial Attitudes, *Reading Materials, Social Development, Social Discrimination

The child entering nursery or elementary school is aware of his own race and of racial differences among other children and adults, is likely to have evaluated different races, has probably questioned his own skin color or that of others, and has possibly behaved prejudicially. Until very recently the question of race was ignored in children's literature; blacks have been virtually nonexistent as far as the publishing industry was concerned. Although publishers and editors contend that large numbers of books involving black people are available today, they do admit that the sales problem largely determines how many get published. Few people seem to question how many so-called integrated books actually exist: yet a search for fiction picture books involving black people located only 56 published between 1939 and 1971. Almost half portray black people only. Of those showing both black and white people, the illustrations in at least half of them make skin color indeterminable. With one or two exceptions, no book mentions race. Of the 56 as listed in the annotated bibliography included in this report, just four were published before 1950, only seven during the fifties, almost all the remainder during the sixties, together with seven 1970 books. (Author/JM)

ED 050 189 UD 011 454
**Education for the Urban Disadvantaged: from
 Preschool to Employment. A Statement on Na-
 tional Policy.**

Committee for Economic Development, New
 York, N.Y. Research and Policy Committee.
 Pub Date Mar 71
 Note—83p.

Available from—Committee for Economic
 Development, 477 Madison Ave., New York,
 N.Y. 10022 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Control, *Disad-
 vantaged Youth, *Educational Development,
 *Educational Finance, Educational Opportu-
 nities, Educational Quality, *Educational
 Resources, Educational Technology, Equal
 Education, Higher Education, Preschool Edu-
 cation, School Industry Relationship, School In-
 tegration, *Urban Education, Vocational Edu-
 cation

This report of the Committee for Economic
 Development focuses on findings which indicate
 that while American schools have succeeded with
 middle and upper income youth, they have com-
 monly failed with educating disadvantaged urban
 youths. The report deals mainly with three groups
 of urban disadvantaged -- blacks, Mexican-Amer-
 icans, and Puerto Ricans. Chapters in the report
 deal with school environment, preschool educa-
 tion, vocational education, teachers and educa-
 tional facilities, accountability and local control,
 financial resources, and research and develop-
 ment. (Author/DM)

ED 050 190 UD 011 455

Tobler, Arthur, Ed.
Housing and Education. Special CUE Report.
 Center for Urban Education, New York, N.Y.
 Spons Agency—Office of Education (DHEW),
 Washington, D.C.

Pub Date Apr 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Problems, *Community
 Development, *Community Organizations,
 *Educational Development, Educational Facili-
 ties, *Housing, Housing Discrimination, Hous-
 ing Needs, Inner City, Nursery Schools, Poli-
 tical Issues, School Organization, Social Action,
 Suburban Housing

Identifiers—Missouri, Saint Louis

This special report includes 12 articles on
 housing and education. A community housing
 corporation formed to renovate housing in
 depressed areas in St. Louis, Mo. is described.
 So-called "gray areas" of housing in New York
 are analyzed, together with solutions to prevent
 further deterioration. Factors in the deterioration
 of the Pruitt-Igoe housing project in St. Louis,
 Mo. are detailed in another article. Two planning
 articles discussing factors involved in successful
 housing projects and suburban housing are in-
 cluded. Other articles deal with cost factors in
 housing, and confrontation politics relative to
 housing. The educational articles discuss archi-
 tectural features of schools which have a liberating
 influence on the educational processes taking
 place therein. [Not included in this document is a
 brief excerpt from George Dennison's "The Lives
 of Children."] (Author/DM)

ED 050 191 UD 011 471

Tumin, Melvin M., Ed.
Research Annual on Intergroup Relations-1970.
 B'nai B'rith, New York, N.Y. Anti-Defamation
 League.

Spons Agency—Ford Foundation, New York,
 N.Y.

Pub Date 70

Note—315p.

Available from—Quadrangle Books, Inc., 12 East
 Delaware Place, Chicago 60511 (\$3.95)

Document Not Available from EDRS.

Descriptors—Civil Rights, *Disadvantaged
 Groups, Group Relations, Human Relations,
 *Intergroup Relations, *Race Relations, Racial
 Discrimination, Racial Integration, Racial
 Segregation, *Resource Guides

This is a compendium of research sources on
 the subject of intergroup relations. On the basis
 of responses to questionnaires sent to members of
 the Society for the Study of Social Problems and
 the Society for the Psychological Study of Social
 Issues, as well as to university personnel, human
 relations organizations, and concerned govern-
 ment agencies and individuals in the United

States and abroad, this current research annual
 reports considerable research activity in inter-
 group relations during 1967, 1968, and 1969.
 The criteria for inclusion of reports have
 remained the same as for earlier editions—the
 studies must deal with the relationships between
 ethnic, racial, religious, or national groups. In this
 edition the decision has been made to focus
 primarily, though not exclusively, on unpublished
 studies, knowledge about which might not other-
 wise have been available to the reader. Specifi-
 cally, sections on patterns of discrimination,
 segregation, and desegregation; civil rights; crime
 and delinquency; and, education for the disad-
 vantaged are included. (Author/JW)

ED 050 192 UD 011 475

Garfield, John C. And Others
**Effects of the Child's Social Class Upon School
 Counselors' Decision-Making.**

Pub Date 24 Mar 71

Note—13p.; Paper presented at the Annual Meet-
 ing of the American Orthopsychiatric Associa-
 tion, Washington, D.C. March 24, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselor Role, *Counselors,
 *Decision Making, Elementary School Coun-
 selors, Family Background, Public Schools,
 *Social Class, *Social Influences,
 Socioeconomic Status, Special Counselors

This study is designed to provide some
 concrete data concerning the role of social class
 as a determinant in the decision-making process
 of counselors in the public school system. Sub-
 jects for the study were elementary school and
 special counselors from a large Southwestern
 public school system; all were females. After
 reading identical, hypothetical clinical descrip-
 tions and differentiated accounts of the alleged
 family situation of a boy with behavior problems,
 the subjects were asked to respond to a list of
 possible courses of action. The results of this in-
 vestigation lend support to the previous findings
 that social class is a significant factor in influenc-
 ing expectancies and behavior of those in the
 helping professions. Examination of the responses
 of the two groups suggests that when the child is
 identified as having upper-class status, there is a
 greater willingness on the part of the counselor to
 become ego-involved in the management of the
 child who seemed "more important," and worth-
 er of attention, than when the youngster is of
 lower-class status. (Author/JW)

ED 050 193 UD 011 478

Motivation Center.

Youngstown Public Schools.

Pub Date 70

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Experimen-
 tal Programs, *Individualized Instruction,
 *Motivation Techniques, *Self Concept, Student
 Motivation

Identifiers—Ohio, Youngstown Public Schools

This report of the Youngstown (Ohio) Public
 Schools concerns the operation of their Motiva-
 tion Center program, funded by Title I of ESEA.
 The purpose of the Motivation Center is to
 establish a working and learning environment in
 which the emphasis will be on building and im-
 proving the pupil's self-image. It is specifically
 designed to provide incentives for the child
 whose functional level is considerably below his
 potential. The approach to learning is structured,
 flexible, and innovative, without the usual pres-
 sures and conformities expected in the average
 classroom. The plan provides for individualized
 instruction and a prescriptive program for each
 child. The bulk of this report is a description of
 radical curriculum and teaching strategies in
 reading, social studies, mathematics, and science.
 Since this is basically a program design, there is
 no discussion of program implementation.
 (Several pages of this reproduced document will
 be totally illegible.) (Author/JW)

ED 050 194 UD 011 479

**Seeking Program Funds: A Funding Manual for
 Community Organizations.**

Columbia Univ., New York, N.Y. Center for
 Community Education.

Pub Date Feb 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Programs (Community), An-
 notated Bibliographies, Community Action,

Community Organizations, Community
 Problems, *Community Programs, Federal Aid,
 *Federal Programs, *Financial Support, *Foun-
 dation Programs, *Manuals, Private Financial
 Support, Project Applications, Statistical Data,
 Statistical Surveys

This manual has been prepared to assist com-
 munity groups understand what is necessary to do
 if funds are sought to support a program. Con-
 tents of the manual are comprised of: Part I -
 Federal programs: what are Federal programs;
 where to find out about these programs; what to
 ask for from the funding department; general
 kinds of information needed in government
 proposals; where to get needed statistical infor-
 mation; timetables; the abstract; and, concluding
 remarks. Part II—Foundations: what are founda-
 tions; the foundation directory; the foundation
 library center; the proposal; the foundation's
 response; and, concluding remarks. (Author/JM)

ED 050 195 UD 011 480

Title I Can Change Your School.

Columbia Univ., New York, N.Y. Center for
 Community Education.

Pub Date Nov 70

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Advisory Committees, Boards of
 Education, Community Action, *Community
 Involvement, Community Organizations, *Com-
 pensatory Education Programs, Educational
 Accountability, *Educational Change, Educa-
 tional Objectives, Federal Programs, Program
 Development, Program Effectiveness, State De-
 partments of Education

Identifiers—Elementary Secondary Education Act
 Title I, ESEA Title I, *New York

Contents of this report on Title I, E.S.E.A., in-
 clude: the nature and purposes of Title I; the uses
 of Title I; Process for developing Title I
 proposals—responsible bodies: role of parents,
 community advisory committee, community
 school board, New York City Board of Education
 staff, State Department of Education; time-table
 for development of Title I proposals; establish-
 ment of educational priorities—evaluation of
 school, establishment of a Title I proposals com-
 mittee, preparation of proposals, review of
 proposals by Title I community advisory com-
 mittee, function of Title I coordinator, submission
 to community school board, start of programs;
 general suggestions and guidelines for developing
 proposals—non-duplicative services, reinforce
 8:40 to 3:00 program, intensive rather than
 diluted program, cost effectiveness, general effec-
 tiveness, professional-paraprofessional ratio; sample
 suggestions of effective programs—paraprofes-
 sional employment and training, bilingual and En-
 glish-as-a-Second Language, cultural enrichment,
 gattegno - "Schools of the Future"; summary;
 Appendix A - School evaluation form; and, Ap-
 pendix B - Contacts for Title I Assistance. (JM)

ED 050 196 UD 011 482

Roy, Wendell J.

**Ability Grouping, Good for Children or Not? Con-
 sequences of Ability Grouping: Ethnic and
 Socio-Economic Separation of Children.**
 NCRIEEO TipSheet, Number 4.

Columbia Univ., New York, N.Y. National
 Center for Research and Information on Equal
 Educational Opportunity.

Spons Agency—Bureau of Elementary and
 Secondary Education (DHEW/OE), Washing-
 ton, D.C.

Pub Date May 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, Ability Identifi-
 cation, Bias, *Classroom Integration, De Facto
 Segregation, Ethnic Grouping, Heterogeneous
 Grouping, Homogeneous Grouping, Individual
 Differences, *Individualized Instruction,
 *Public Schools, School Integration, School
 Policy, Socioeconomic Status, *Student
 Teacher Relationship

If the major educational objective of classifying
 children into restricted range classroom environ-
 ments is greater provision for individual dif-
 ferences—and given that there is no clear-cut
 evidence indicating that this object has been realized—then one is compelled to entertain the con-
 clusion that ability grouping, as presently imple-
 mented, has failed to establish its merit as a
 sound instructional policy. Despite its increasing
 popularity, there is a notable lack of empirical

evidence to support the use of ability grouping as an instrumental arrangement in public schools. Data from a close examination of studies ranging from those done in the Plainfield, New Jersey school system, the court findings in the Hobson vs. Hanson case in Washington, D.C., plus data drawn from numerous earlier studies by eminent social scientists further reveal ability grouping as a questionable practice. Taken as a whole the data indicate that grouping on the basis of standardized measures of achievement or aptitude tends to systematically separate children along ethnic and socio-economic composition of classes that are formed on the basis of the ability grouping rule of organization. (Author/JM)

ED 050 197 UD 011 483

Marcus, Sheldon, Ed. Rivlin, Harry N., Ed.
Conflicts in Urban Education.

Pub Date 70

Note—203p.

Available from—Basic Books, Inc. New York, N.Y. (\$6.95)

Document Not Available from EDRS.

Descriptors—Black Community, *Community Control, Compensatory Education, *Conflict, Delinquents, Dropouts, Instructional Innovation, Public Relations, Puerto Ricans, *School Community Relationship, Socially Disadvantaged, Teacher Associations, *Teacher Militancy, Teaching Methods, *Urban Schools

This book, an outgrowth of a summer institute conducted by Fordham University at the Lincoln Center, New York City in 1969, comprises the following articles: Education 1980 (F.M. Hechinger); Compensatory Education (D. A. Wilkerson); Delinquents and Dropouts: Some Implications for Schools (W. C. Kvaraceus); New Methods of Teaching the Socially Disadvantaged (R. A. Dentler); Moderating Conflicts through School Public Relations (D. Bortner); Improving School-Community Relations (E. Shapiro); Community Control of Schools (Rev. C. H. Oliver); Teacher Unionism and Education (A. Shanker); Education and the Puerto Rican Child (J. Monserrat); Militancy and Violence: A Challenge to Urban Schools (S. Marcus and P. D. Vairo); and, The Unanswered Questions (H. N. Rivlin). (JM)

ED 050 198 UD 011 484

Lurie, Ellen

How to Change the Schools: A Parents' Action Handbook on How to Fight the System.

Pub Date 70

Note—302p.

Available from—Vantage Books, Random House, Inc., New York, N.Y. (\$2.95)

Document Not Available from EDRS.

Descriptors—Community Control, Compensatory Education, Curriculum Development, Discipline Problems, *Educational Accountability, *Educational Change, Manuals, *Parent Influence, *Parent School Relationship, Parent Teacher Conferences, Personnel Evaluation, Public Schools, Report Cards, Student Records, *Urban Schools

Identifiers—New York City

Contents of this manual center on and develop action check-lists for parents concerning the following topics: how to help your child do better in school; how to make sure all children learn to read—sample questionnaire: parent survey of reading achievement; how to use state and federal funds to force educational reform in your school; how to take an inventory of the staff situation in your school; how to recruit and hire good teachers; how to recruit and hire good supervisors; how to evaluate and upgrade your school's staff; how to get rid of a truly terrible principal—sample list of grievances and demands; how to improve—or change—the report card system; how to improve—or change—homework policies; how to have a good parent-teacher conference; how to change the cumulative record system; what to do if your child is suspended from school; demand new suspension regulations and a Bill of Rights for students; how to use a public hearing for your own purposes; how to prepare a public hearing; how to force your local school board to hold good public hearings; and, how to organize parents to beat the system. (JM)

ED 050 199 UD 011 485

Levy, Gerald E.

Ghetto School: Class Warfare in an Elementary School.

Pub Date 70

Note—174p.

Available from—Pegasus, Western Publishing Company, Inc. New York, N.Y. (\$2.25)

Document Not Available from EDRS.

Descriptors—Administrator Role, *Disadvantaged Youth, Lower Class Students, *Negro Students, *Race Relations, Teacher Role, *Urban Education

Identifiers—Midway School, *New York City

This is a participant-observer's description and analysis of an American ghetto school, Midway School. The viewpoint that distinguishes this study is the positioning of observations in the context of the political and social reality that creates ghetto schools. Relations between children, teachers, parents, and administrators have a much broader social implication than the immediacy of the educational situation that brings them together. Because of the amount of time a child is involved in the education process, the ghetto school becomes the most significant platform of direct and personal communication between the middle class and the lower class. The book also includes discussions of the racial dimension of teaching, and the role of administrators and guidance personnel. (Author/JW)

ED 050 200 UD 011 486

Godfrey, Ernestine, Ed.

A Research Report of the North Carolina Advancement School: Summer Session, 1969.

North Carolina Advancement School, Winston-Salem.

Pub Date Jan 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Boarding Schools, *Disadvantaged Youth, Elementary Schools, *Experimental Schools, Self Concept, *Underachievers

Identifiers—*North Carolina Advancement School, Winston Salem

This report of the North Carolina Advancement School is the fifth in a series of research reports describing results derived from working with underachieving boys. The purpose of the school is to define and identify possible causes and remedies of underachievement. Analysis of the data obtained on fourth- and fifth-grade boys who attended the school during the summer of 1969 indicates that significant changes resulted in several areas. One year after returning to their home school, both groups of students evidenced a greater ability to assume responsibility for their own learning, less alienation from school, and improved academic performance. Fourth-graders showed more improvement in behavior, while those in grade 5 made greater improvement in grades. On the basis of these results, there are indications that younger students benefit more from a program designed to remedy underachievement. The students involved in this study will continue to be the subjects of follow-up studies. [For related reports, see ED 045 761-765, and UD 011 487.] (Author/JW)

ED 050 201 UD 011 487

Godfrey, Ernestine, Ed.

A Research Report of the North Carolina Advancement School: Fall Term, 1969; Spring Term, 1970.

North Carolina Advancement School, Winston-Salem.

Pub Date Mar 71

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Boarding Schools, *Disadvantaged Youth, Elementary Schools, *Experimental Schools, Self Concept, *Underachievers

Identifiers—*North Carolina Advancement School, Winston Salem

The North Carolina Advancement School was funded by the State of North Carolina in 1967 and charged with the task of conducting research into the causes of underachievement, and experimenting with approaches for its remediation. This is the sixth in the series of research reports. The subjects of the study were sixth-graders who participated in the residential and instructional program during 1969 and 1970. The results of various tests and evaluations show that students attending the 1969 fall term did not evidence the positive gains on achievement, attitudes, self-concepts, and achievement responsibility that were observed for the 1970 spring group. Underachievers had lower self-concepts, more negative views toward home, school, and teachers, and assumed less responsibility for their learning than "typical" students. Various recommendations are presented on what research needs to be

done in the future. [For related reports, see ED 045 761-765, and UD 011 486.] (Author/JW)

ED 050 202

UD 011 488

Goroff, Norman N.

Human Resources for Human Services in the Ghetto—An Experience in Summer Camping.

Pub Date May 69

Note—18p.; Paper presented at the National Conference on Social Welfare, New York City, May 28, 1969

Available from—Norman N. Goroff, School of Social Work, University of Connecticut, West Hartford, Conn. 06117 (Cost not known)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Resident Camp Programs, Social Services, *Summer Programs

Identifiers—Camp PAART, *Connecticut

This paper deals with a tragedy in the field of human services. The tragedy lies in the fact that a program with a fair modicum of success will not be continued because the decision-makers in the state government concerned with this area decided with insufficient justification to end this program after the summer of 1968. Six hundred boys, nine to 14 years of age, from the poverty ghettos of Bridgeport, Hartford, New Haven, and Stamford, Connecticut, were served during that summer in a sleep-away camp in the heart of the Connecticut Valley resort area. Camp PAART (Poverty Area Adolescent Recreation and Training Program) was staffed by 15 senior counselors and 60 junior counselors, 16 to 19 years old, from the same ghetto areas. The financial support came from an insurance company, a national foundation, a business and commerce council, a local trade association, and the State of Connecticut. The camp program served two groups: the junior counselors who, in addition to the opportunities involved in providing a service, earned a good weekly salary; and, the 600 campers. The dramatic changes that occurred in the junior counselors when they had the opportunity to help others opened new visions of the future for themselves. The program also demonstrated the viability of people with personal problems helping others with similar problems. Camp PAART was deemed a success. (Author)

ED 050 203 UD 011 489

A Report on Services to the People of the United States by the Legal Defense Fund, 1970-1971.

NAACP Legal Defense and Educational Fund, Inc., New York, N.Y.

Pub Date [71]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, *Court Litigation, *Legal Aid, *Legal Problems, *Legislation, *Minority Groups

This is the 1970-71 annual report of the NAACP Legal Defense Fund. Summaries of court decisions as a result of Legal Defense Fund (LDF) action are included in the areas of education, employment, legal problems of prominent black individuals, and problems of indigent minorities. Activities of special project areas within LDF are included, as well as a financial report. (Author/DM)

ED 050 204 UD 011 492

Chesler, Mark BenDor, Jan Franklin

Interracial and Intergenerational Conflict in Secondary Schools.

Pub Date 68

Note—63p.; Edited version of a paper presented at the Meetings of the American Sociological Association, Boston, Mass., August, 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Community Relations, *Conflict Resolution, Curriculum Development, Educational Improvement, Participant Involvement, Peer Acceptance, *Race Relations, *Role Conflict, *Secondary Schools, Teaching Styles

Through the resolution of conflict, the quality of both interracial and intergenerational relations, and of education itself can be improved. Some of the major issues are: peer support, relations between black and white peer groups, educators' styles, professional roles, and community relations. Resolution techniques discussed include staff and faculty training in race relations, negotiations training for both students and administrators, acceptance of role reciprocity, curriculum change, community control, restructuring

ing, and consultant intervention in crises.
(Author/DM)

ED 050 205

UD 011 494

Zwiebach, Burton

Democratic Theory and Community Control: Community Issues, March 1969.

City Univ. of New York, Flushing, N.Y. Inst. for Community Studies.

Pub Date Mar 69

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Control, *Community Involvement, Community Organizations, Community Role, *Democratic Values, *School Community Relationship, *Social Exchange Theory

To say that community control is democratic means that such control is consistent with the ideas of the democratic tradition. Even so, participation is hampered by the "natural" apathy of people. But the fact of apathy has too little research as to its causes to be well understood; perhaps, apathy is a rational response to a society which discourages participation. Democracy is a theory which identifies itself with opposition to and protest against social justice. As to the question of educational expertise, the limits of expert authority are the limits of expert competence. Feedback from the community lets the experts know how expertise is serving the community. Too, there is a clear distinction between expertise, and the values which a community wishes its experts to follow. Finally, community control is an issue transcending any urban function, and is intimately involved with the demands of democratic theory. (Author/DM)

ED 050 206

UD 011 495

Kim, Yoon Hough

Neighborhood Context and Racial Attitudes.

Pub Date May 71

Note—30p.; Paper presented at 34th Annual Meeting of the Southern Sociological Society, Miami, Fla., May 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasians, *Neighborhood Integration, *Racial Attitudes, *Racial Discrimination, Residential Patterns, *Socioeconomic Influences, Southern Attitudes
Using a random sample of 231 married white women in a Southern town, contextual effects of 3 neighborhood variables were investigated in this study. Socioeconomic status (SES), racial composition, and residential mobility were defined, and their effect on racial attitudes was determined. It was found that: (1) high SES housewives were less prejudiced against blacks than low SES wives; (2) neighborhood SES affects racial attitudes, and is greater when neighborhood interaction is active; and, (3) those living in nearly desegregated neighborhoods which are stable are more prejudiced against blacks. (Author/DM)

ED 050 207

UD 011 497

Tractenberg, Paul L.

Equal Employment Opportunities and the New York City Public Schools: An Analysis and Recommendations Based on Public Hearings Held January 25-29, 1971.

New York City Commission on Human Rights, N.Y.

Pub Date 71

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Employment Practices, Employment Trends, *Teacher Recruitment, *Teacher Selection, *Urban Education
Identifiers—*New York City Commission On Human Rights

This is a report of the analysis and recommendations of the Commission on Human Rights in the City of New York, based upon public hearings held January 25-29, 1971. The Commission's investigation of the current personnel practices of the New York City school system yields one inescapable conclusion—that change is urgently demanded. The essential issue raised by the hearings was whether the system that now prevails can be further modified to meet the divergent needs of all the individual schools and districts in the city, or whether more drastic change is required. A few of the many who testified, principally the representatives of the Board of Examiners, consider the current system fundamentally sound. The view of the vast pro-

ponderance of witnesses, however, was that the current selection system has certain fundamental flaws which cannot be completely corrected except by wholesale reform. At the heart of the problem, as they see it, is a complex and rigid examination process presided over by the Board of Examiners. But problems relating to recruiting, establishment of eligibility requirements and the use of the probationary period, all of which are the responsibility of the Board of Education and the Chancellor, were seen as having considerable impact. (Author/JW)

ED 050 208

UD 011 498

State Agency Programs for Handicapped, Delinquent and Neglected Children.

Ohio State Dept. of Education, Columbus.

Pub Date 70

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.25

Descriptors—Delinquency, *Disadvantaged Youth, English Programs, *Essays, *Handicapped Children, Learning Motivation, Program Evaluation, *Program Planning
Identifiers—*Ohio State Department Of Education

Originally designed to improve the education of disadvantaged children in the public schools, Title I of the Elementary and Secondary Education Act was amended in 1966 to include children in state institutions who are handicapped, orphaned, neglected, or delinquent. In this collection of brief essays, educators from programs in various parts of the country describe their work and their interests. Included are: (1) a description of the Tennessee Re-Education Program; (2) discussion of innovations in residential care for the handicapped; and, (3) analysis of the idea of the manager as social scientist. (Author/JW)

ED 050 209

UD 011 499

Educational Opportunities Through Federal Assistance Programs, Fiscal Year 1970. Annual Report.

Ohio State Dept. of Education, Columbus.

Pub Date 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annual Reports, Delinquency, *Disadvantaged Youth, Federal Aid, *Federal Programs, Handicapped Children, *Migrant Youth

Identifiers—Elementary Secondary Education Act, ESEA Title II Programs, ESEA Title I Programs, ESEA Title V Programs, *Ohio State Department Of Education

This publication, the fifth annual report of the Division of Federal Assistance of the Ohio Department of Education, summarizes the work of the Division during fiscal 1970. In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons understand Titles I, II, and V of the Elementary and Secondary Education Act and various other Federal programs administered by the Division of Federal Assistance; it is also hoped that the reader will come to understand the complexity of problems facing educators. In particular, the programs in Ohio are briefly described. They include basic programs for disadvantaged youth, and special programs for migrant children, orphans, delinquents, and the handicapped. Also, grants for library resources and instructional materials and adult basic education programs are reviewed. (Author/JW)

ED 050 210

24

UD 011 501

Toder, Eric Jay

The Distribution of Public School Teachers by Race and Income Class in an Urban Metropolitan Area. Final Report.

Tufts Univ., Medford, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-0-A-011

Pub Date Mar 71

Grant—OEG-1-70-0008-5

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Employment Patterns, *Employment Practices, Employment Trends, *Federal Aid, Financial Support, Negro Teachers, Teacher Recruitment, *Teaching Quality
Identifiers—*Boston Metropolitan Area

In this essay, possible mechanisms which may lead to discrimination in the allocation of inputs to public education are discussed. A model of

market discrimination in the supply curve for public school teachers is explained and tested using data from the Boston Metropolitan Area. The consequences for the distribution of teacher inputs in the Boston area of the measured discrimination are then explored. School systems with more non-white students, other things being equal, in the Boston area appear to have greater expenditures per pupil. Although these same systems receive more of some of the measures of teacher quality, relative expenditures per student, for these communities, is much greater than relative measured input per student. State and Federal aid appear to go more to school systems with more non-whites, especially Federal aid. There is little evidence that aid programs are generally redistributive towards low-income groups. The results of the study raise the possibility that decentralized ghetto school systems may have to pay a very high price for teachers in a free market. (Author/JW)

ED 050 211

UD 011 502

Christensen, Frank A.

The Development of an Academic Support System for Educationally Disadvantaged Students.

Pub Date Apr 71

Note—11p.; Paper presented to American Personnel and Guidance Association, 20th Annual Convention, Atlantic City, N.J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Admission, *College Programs, *Disadvantaged Youth, Dropout Prevention, *Educationally Disadvantaged, *Group Counseling
Identifiers—Park Achievement Seminar

This paper describes an academic support program, developed and implemented at a liberal arts college, that has had a significant effect upon the retention of "high risk" students. Germane to its success and discussed in detail is the "Educational Diagnosis." Only after the accurate identification of academic barriers can a constructive rehabilitation program be assigned. Emphasis, as described in the model, is placed upon the development of basic skills in reading, writing, speaking, listening, and critical thinking. Group counseling centers on the student's level of expectations, self-concept, attitude toward work, and the college process. (Author)

ED 050 212

UD 011 503

The Roving Recreation Leader Training Guide: An Inservice Training Source for Inner-City Youth Services Personnel.

Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Spons Agency—Division of Manpower Development and Training, BAVT.

Report No—OE-87055

Pub Date 71

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.287: 87055, \$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Problems, Community Development, Dropouts, *Inner City, *Leaders Guides, Lower Class Males, Manuals, Negroes, Personnel, *Recreational Programs, Urban Environment, Urban Slums, Youth Employment, *Youth Leaders, *Youth Programs

Contents of this guide include: Introduction: purpose of the training guide, needs of inner-city youth, the roving leader concept, objectives of the guide, definition of terms, methodology of guide development; Training Units for Roving Leaders: unit I—orientation, unit II—concept, role, and function of roving leader, unit III—the community and community development, unit IV—identifying and understanding inner-city youth, unit V—group process, unit VI—referral process and referral sources, unit VII—programs and planning, unit VIII—field work, and unit IX—organizational staff training and development; and, Appendixes—agencies and institutions participating in the study, language of modern youth, addresses of film distributors, sample job description, and roving leader slide presentation. (JM)

ED 050 213

UD 011 504

Legant, Jean Eakens, Doyle R.

New Mexico State Annual Evaluation Report, Fiscal Year Ending June 30, 1970. P. L. 89-10, Title I ESEA Projects.

New Mexico State Dept. of Education, Santa Fe.

Pub Date 1 Dec 70

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, *Ancillary Services, *Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Instructional Improvement, Program Development, *Program Evaluation, *Remedial Instruction, Secondary Education, State Agencies

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, New Mexico

Contents of the New Mexico State Annual Evaluation Report for ESEA Title I Projects, for fiscal year ending June 30, 1970, include: New Mexico allocations for 1969-70; school districts allocations for 1969-70—basic statistics, state education agency staff visits to local education agencies, changes in the effect of state agency procedures, effect upon educational achievement, effect on administrative structure, additional efforts to help the disadvantaged, compensatory education for children in non-public schools, coordinated teacher-teacher aide training program, and community and parent involvement; Appendix A—Educational Aides Workshop, Belen - Los Lunas - Socorro, August 20, 1969, Los Lunas High School - West Mesa Campus; and, Appendix B—Teacher Aide Workshop, Mesilla Park Elementary School, Los Cruces, New Mexico, August 18-21, 1969. (JM)

ED 050 214 UD 011 505

Advisory Task Force Report to the White House Conference on Youth, 1971.

White House Conference on Youth, Washington, D.C.

Pub Date 71

Note—16p.; Advisory Task Force Reports for the use of White House Conference on Youth Participants

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dropouts, Educational Attitudes, Educational Change, *Educational Development, Educational Needs, *Educational Opportunities, Equal Education, Exceptional Students, Governance, *Relevance (Education), *Student Attitudes, Student Participation, Student Problems, Teacher Education

Identifiers—*White House Conference On Youth

To provide a vehicle by which students could present their views on education, the Education Task Force was established as part of the White House Conference on Youth. The 12 task force members represent diverse backgrounds and educational interests. Although their demands seem quite diverse, a pattern emerged. Most of the topics appeared to fall into three major areas of concern: the need for equal educational opportunity, relevant educational systems, and student participation in educational governance. Three other topics appeared to require special attention: the problems facing exceptional students, the problems facing the dropout and potential dropout, and the need to provide teachers with better preparation. The task force requested six nationally known educators to write position papers concerning the topics. Task force members also attempted to study the attitudes of young people toward education to obtain the views of as many people as possible. They relied on two youth attitude surveys conducted by the White House Conference as well as recent reports by students on education and reports from youth conferences being held across the country. (Author/JM)

ED 050 215 UD 011 506

Clark, Todd

*Integration: The First Year: A Role-Playing Simulation on School Integration.

Pub Date Oct 70

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, Caucasian Students, *Conflict, Ethnic Relations, High Schools, *Integration Effects, Mexican Americans, Negro Students, *Race Relations, Racial Integration, Role Playing, School Integration, *Simulation, *Teaching Techniques

Identifiers—California

The focal crises simulated in the game are set in a district integrated at the beginning of the Fall term. Each school had an enrollment that was approximately 52 percent white, 22 percent black, 22 percent Mexican American, and the remainder Oriental. During the early weeks of school, the integration plan worked smoothly. After a short time, racial tensions began to

develop in the junior and senior high schools. Caused in most instances by what appeared to be trivial matters, school authorities feared these tensions would develop into more serious problems. Abraham Lincoln, a school of 2,200, was typical of the senior high schools in the district. Since the beginning of the semester, one small incident had followed another until serious racial tension existed on the campus. In an effort to "cool off" the campus and help locate the specific sources of trouble, the principal called together a representative group of parents, teachers, administrators, and students for a series of meetings. It is this series of meetings that constitute the roles and stage for the simulation. Participants are assigned roles, including those of black student, teacher, parent, administrator, etc. (Author/JM)

ED 050 216 UD 011 507

An Evaluation of the Northeast Louisiana Consortium to Investigate and Find Solutions to Problems Attendant to School Desegregation.

Northeast Louisiana Univ., Monroe.

Spons Agency—Tulane Univ., New Orleans, La.

Pub Date 31 Jul 70

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Educational Development, *Inservice Programs, *Integration Methods, Parochial Schools, Program Planning, Public Schools, *Race Relations, *School Integration, School Systems, Student Participation, Teacher Participation

Identifiers—Civil Rights Act Title IV *Louisiana

The institute evaluated in this report, approved and funded through Title IV of the Civil Rights Act, was planned to accommodate 120 participants representing four school systems located in Northeast Louisiana. These school systems had been involved in the desegregation of faculty and students. The total student population of the four school systems is approximately 48,900 and the teaching and administrative staff is approximately 2,150. The 120 participants were selected at the parish and/or system level. Problems around which the Consortium activities would focus were identified through a series of meetings with personnel from Northeast Louisiana University, representatives from the Educational Resource Center in New Orleans, the U.S. Office of Education's Regional Office in Dallas, and representatives from the four school systems. The program was designed to facilitate changes in the attitudes and behavior of the participants. It was hoped these changes would be reflected in greater understanding of problems at the school or system level and would promote a heightening of educational quality. (Author/JM)

ED 050 217 UD 011 508

Winsand, Jean E.

A Tri-University Project for Teachers in Inner-City Schools.

Pub Date Apr 71

Note—9p.; Paper presented at International Reading Association Convention, Atlantic City, New Jersey, April 20-23, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Colleges, Individualized Instruction, Inner City, *Inservice Teacher Education, Parochial Schools, Public Schools, *Reading Instruction, Student Teacher Relationship, *Teacher Attitudes, *Teacher Workshops, *Urban Schools

Identifiers—Ohio, Pennsylvania, West Virginia

Recognizing the problems of reading instruction as a major challenge in education, Educational Professions Development Act (EPDA) Institutes of recent years have funded several programs to develop new methods and materials for teaching in inner-city schools. The project reported here is an EPDA Institute for teachers of disadvantaged children in the cities of Pittsburgh, Pennsylvania, Wheeling, West Virginia, and Youngstown, Ohio. The program emphasized equally the cognitive and affective aspects of learning. Two summer workshops and a year of on-site supervision in the classroom provided suggestions for developing programs to test in the classrooms. During the winter session, the Institute staff visited with the participants in the classroom, providing an opportunity for staff and participants to cooperate in testing and developing reading programs. Experiences of a workshop nature were offered the second summer to provide participants an opportunity to individualize

their programs. Workshop experiences included: a materials-method area; an interpersonal experiences area; a media area which used videotaped equipment as a means of examining classroom interactions; and, materials and methods evaluation. (Author/JM)

ED 050 218 UD 011 511

Donnan, Hugh And Others

Interpersonal Facilitative Communications Training with Team Teachers in Newly Integrated Schools.

Pub Date 5 Apr 71

Note—9p.; Paper presented at Twentieth Annual Convention, American Personnel and Guidance Association, Atlantic City, N.J., April 4-8, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, *Cultural Awareness, Cultural Factors, Faculty Integration, Inservice Programs, Integration Readiness, *Interpersonal Competence, *Staff Improvement, *Summer Institutes

This report describes the rationale and training procedure employed in two summer inservice workshops sponsored by Auburn University's Title IV Center, and conducted by staff in their Counselor Education Department. The general goals were: (1) improved skill in communication, and (2) ability to engender helpful interpersonal relations. The critical role of verbal and non-verbal communication were emphasized in relation to public school educational goals. (Author/DM)

ED 050 219 UD 011 515

Berger, Stephen D.

The Social Consequences of Residential Segregation of the Urban American Negro. MARC Paper Number 2.

Metropolitan Applied Research Center, Inc., New York, N.Y.

Pub Date Mar 70

Note—65p.

Available from—Metropolitan Applied Research Center, Inc., 60 East 86th Street, New York, N.Y. 10028 (\$5.50)

Document Not Available from EDRS.

Descriptors—City Problems, Ghettos, *Housing Discrimination, Housing Industry, *Negro Housing, Neighborhood Integration, *Racial Discrimination, *Racial Segregation, *Residential Patterns, Slums, Social Discrimination, Social Mobility, Socioeconomic Status, Supreme Court Litigation, Urban Immigration

Since Americans tend to live together with people of similar occupation and income, and style of life, neighborhoods tend to be composed of people approximately equal in status. But Americans tend also to group together according to race. Negroes are largely contained in neighborhoods seen as low-status—usually as slums. This residential segregation of the Negro in neighborhoods almost always regarded as ones of lower status, and often in fact physically inferior, supports the Negro's caste inferiority in all the ways in which segregation generally does. But residential segregation is a crucial support for caste inferiority because it creates and reinforces so many other kinds of segregation, and because residence is an important manifestation of status and reward for achievement in America. The psychological effects of poor housing result in part from the social meaning of housing as an indicator of social status. Forced residential segregation is such a powerful reinforcer of caste position that it is not surprising that ghetto residents feel powerless, bitter, and alienated from the larger community. (Author/JM)

ED 050 220 UD 011 524

Walther, Regis H.

A Study of Negro Male High School Dropouts Who Are Not Reached by Federal Work-Training Programs. Final Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Sep 70

Note—298p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Dropouts, Educational Background, *Employment Problems, Federal Programs, Individual Characteristics, Lower Class, *Males, *Negroes, Out of School Youth, Socioeconomic Status, *Southern States, Work Experience

Identifiers—Maryland, Missouri

This is a report of research undertaken to investigate those characteristics of Negro male high school dropouts that might inhibit their participation in Federal Manpower Programs. Study groups, each composed of approximately 300 young men born before 1952, and who left school in 1966 and 1967 before graduating from high school, were constituted in Baltimore and St. Louis. Interviews were conducted during the summer of 1969, with 58 percent of the sample interviewed. An additional 25 percent were determined to be in military service, in jail, deceased, or in a hospital, and could not be interviewed. Seventeen percent of the sample could not be located. Field supervisors were designated for each study site; and within guidelines developed by the research staff, they were given full responsibility for hiring interviewers and organizing their work. All the interviewers were Negro and male, with the Baltimore staff being larger and the St. Louis staff being more diversified in terms of occupational background. (Author/JM)

ED 050 221 VT 011 525

McDonald, Marjorie
Not by the Color of Their Skin: The Impact of Racial Differences on the Child's Development.

Pub Date 70
Note—251p.
Available from—International Universities Press, Inc., 239 Park Ave. South, New York, N.Y. 10003 (\$7.50)

Document Not Available from EDRS.
Descriptors—Anxiety, *Childhood Attitudes, Identification (Psychological), *Individual Development, Intergroup Relations, Nursery Schools, Perception, *Preschool Children, Race Relations, *Racial Attitudes, Racial Differences, *Racial Integration, Racial Recognition, Social Discrimination

Contents of this book include: Part I: "The Nursery School and Its Racial Integration"—introduction, establishing physical and psychological integration; staff meetings; observing and working through; Part II: "Theory and Practice"—skin color anxiety; the skin and its importance in personality development; skin color anxiety, the visual impact, a comparison of two discoveries: skin color differences and sexual differences; skin color anxiety and the stages of libidinal development—skin color anxiety and identity disturbance, the oral phase: introjection, projection, and denial; the anal phase: narcissism, control, separation; the phallic phase and the Oedipus complex; latency, adolescence, and adulthood; skin color anxiety and the development of object relationships; a note about prejudice; and psychoanalysis and racial integration; and, Part III: "The Literature"—a review of the literature: sociology, psychology, social work, psychiatry, education, psychoanalysis: the prejudice, the Negro and Racial Conflict. (JM)

ED 050 222 VT 011 528

Ralston, Carolyn Lewis, Ann
Special Field Reports on School Desegregation Projects: Hartford, Forrest City, Bernalillo, Dade County.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 71

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Faculty Integration, *Federal Programs, *Integration Methods, Mexican Americans, Negro Students, *Race Relations, *Racial Attitudes, *School Integration

These reports of the National Center for Research and Information on Equal Educational Opportunity analyze four school districts differing demographically, geographically, and in terms of local history in order to gather information on the ongoing desegregation projects in these areas. Field trips were made to Hartford, Connecticut, Dade County, Florida, Bernalillo, New Mexico, and Forrest City, Arkansas. The experimental program in Hartford involved busing 200 elementary out of the city to suburban school systems. In Dade County, a human relations program was set up, in which faculty desegregation was emphasized. The Bernalillo schools instituted an inservice program to increase cultural awareness for teachers—there being large numbers of Indians

and Mexican Americans in New Mexico. After the Forrest City public schools desegregated, workshops for teachers, administrators, supervisors, and counselors were created. (Authors/JW)

ED 050 223 VT 011 529

Wooick, Roger R., Ed.
Education and the Urban Crisis.

Pub Date 70

Note—262p.

Available from—International Textbook Company, Scranton, Pa. (\$3.95)

Document Not Available from EDRS.

Descriptors—Community Problems, *Decentralization, *Disadvantaged Youth, Race Relations, Teacher Role, *Urban Areas, *Urban Education, Urban Environment

This book is a collection of essays on the problems of education in relation to the urban crisis. The first essay is an analysis of the school decentralization issue in New York City. The kinds of conflicts focused on here are those which will in a variety of forms plague most city school systems. Also included are a series of essays on urban community problems, disadvantaged youth, teachers in urban schools, and the organization of schools from a wider perspective. (JW)

ED 050 224 VT 011 530

Ornstein, Allan C., Ed. And Others
Educating the Disadvantaged; School Year 1969/1970. Volume 2, Part 1; Volume 2, Part 2.

Pub Date 71

Note—646p.

Available from—AMS Press, Inc., New York, N.Y. 10003 (\$4.95 each part)

Document Not Available from EDRS.

Descriptors—Cognitive Development, Community Problems, *Disadvantaged Youth, Essays, *Minority Groups, Negro Students, *Race Relations, *Social Class, Teacher Role, Urban Education

This collection of essays contains magazine and journal articles that were published in 1969-70. Although the primary function of these essays is to help educators keep up with the recent literature in the field, the volume is divided into three parts so that one or more parts may be used to fulfill local needs and supplement course reading lists. Part I, "Who are the Disadvantaged?", shows that the term "disadvantaged" is relative; it includes several minority groups and peripheral youth activists. Part II, "Class, Race, and Psychology," exemplifies the continuous interest in class, caste, and cognitive tasks, as well as recent concern for black pride and reinterpretation of the social sciences. Part III, "Problems and Prospects," points out suggested solutions for educating the disadvantaged—focusing on the teacher, school, community, city, and country. (JW)

VT

ED 050 225 VT 003 430

Songe, Alice

Vocational Education—An Annotated Bibliography of Selected References, 1917-1966 (Below College).

Office of Education (DHEW), Washington, D.C.

Report No.—OE-80046

Pub Date 67

Note—44p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FSS 280:80046, \$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Books, Doctoral Theses, Periodicals, *Subject Index Terms, *Vocational Education

This annotated bibliography, listing sources which trace the history of vocational education from the early 20th century to the close of 1966, is divided into three parts: (1) books and monographs, (2) periodical articles, and (3) doctoral dissertations. Citations contained in each of the three parts are arranged alphabetically and include materials developed from 1917 through 1966. Individual entries include author, title, place of publication, year, page listing, volume

and issue number (for periodicals), and an annotation. Emphasis is placed on vocational education in general and the teaching of vocational and technical education, and is intended for use by teachers, researchers, and administrators. A subject index is included. (GEB)

ED 050 226 VT 006 122

Sanders, Lester E.

A Comparison of Two Methods of Preparing Youth for Employment: Cooperative Occupational Education Versus The Preparatory Vocational-Technical School.

Missouri State Dept. of Education, Jefferson City; Missouri Univ., Columbia. Coll. of Education.

Pub Date 67

Note—26p.; Summary of Ed.D. dissertation, Missouri Univ., 1967

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curricular Activities, *Cooperative Education, Cost Effectiveness, *Curriculum Evaluation, Doctoral Theses, Employer Attitudes, Followup Studies, Job Placement, Job Skills, Parent Attitudes, *Project Training Methods, Student Attitudes, *Trade and Industrial Education, Wages, *Work Experience

Identifiers—Missouri, Springfield

To analyze and compare the cooperative occupational education and vocational-technical school programs and graduates in the Springfield, Missouri, public schools, information forms were sent to: (1) 268 graduates of the cooperative occupational education programs and 417 graduates of the vocational-technical school for the years 1961-1965, (2) their parents, and (3) present and past employers. Some conclusions were: (1) Vocational-technical programs seemed to have greater impact in maintaining student interest and improving attitudes towards school, (2) Cooperative education graduates emphasized the development of desirable personal-social characteristics and vocational-technical graduates emphasized job skills and related knowledge, (3) Transition from school to full-time employment is made more quickly and easily through cooperative education programs, (4) A majority of vocational-technical graduates took advantage of unsupervised work experience programs while in high school, (5) After a period of adjustment, the vocational-technical graduates tended to return to the occupation for which they were trained in greater numbers, and (6) Cooperative education graduates tended to demonstrate more desirable personality traits, work habits, and a higher degree of occupational competency. (DM)

ED 050 227 VT 011 111

Wells, Jean A.

Automation and Women Workers.

Women's Bureau (DOL), Washington, D.C.

Pub Date Feb 70

Note—16p.

Available from—Women's Bureau, Wage and Labor Standards Administration, Department of Labor, Washington, D.C. (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Automation, Child Care, Employment, *Employment Trends, *Females, Leisure Time, *Manpower Utilization, Occupational Guidance, Safety, Skill Obsolescence, *Technological Advancement, Unemployment, Vocational Education, Wages, Working Hours

To determine the repercussions of scientific and technological progress on the employment of women and their conditions of work, the Women's Bureau used available statistical data from 1958-68 to study: (1) Employment and Unemployment, (2) Vocational Guidance and Training, (3) Training and Retraining of Older Women, (4) Remuneration, (5) Hours of Work and Leisure, (6) Safety and Health, and (7) Child Care. Some major findings were: (1) In 1968 more women were engaged in office and service work (excluding household work) and relatively fewer in farm, sales, and factory work, (2) For women in professional and service work, the influence of automation has been less pronounced than for those in clerical, factory, sales, and farm jobs, (3) The declining importance of some occupations has emphasized the urgent need to update and extend the vocational guidance and training provided women and girls, (4) Because of scientific and technological changes, many older women interested in working have found it necessary to resume education and training, and (5) Technological advances appear to have had vir-

tually no influence on the provision of child care. (SB)

ED 050 228

VT 011 130

Gonzalez, Maria Elena

An Optimal Sample Design for a Job Vacancy Survey.

National Industrial Conference Board, Inc., New York, N.Y.

Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Pub Date Jun 68

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment Opportunities, *Labor Economics, Labor Force, Labor Market, *Manpower Needs, *Measurement Techniques, Occupational Surveys, *Research Methodology Job vacancy statistics are useful both nationally and locally to manpower policymakers in: (1) measuring labor shortages or surpluses, (2) identifying employment trends in occupations and industries, and (3) matching persons and jobs. The purposes of this study are to analyze the reliability of vacancy estimates and to plan efficient sample designs of job vacancy surveys. The report describes methods of reliability measurement for estimates of job vacancies at a point in time and for estimates of changes between surveys. The study found that sample design efficiency could be improved significantly by: (1) stratification by size of firm and by industry, (2) use of smaller employers in samples, and (3) measurement of changes in job vacancies, rather than total vacancies. A related report is available as ED 043 726. (BH)

ED 050 229

VT 011 139

Terlin, Rose

Jobfinding Techniques for Mature Women.

Women's Bureau (DOL), Washington, D.C.

Report No.—Pamph-11

Pub Date Feb 70

Note—44p.

Available from—Women's Bureau, Wage and Labor Standards Administration, Dept. of Labor, Washington, D.C. (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Opportunities, Employment Interviews, Employment Qualifications, *Females, *Guidelines, *Job Applicants, *Job Application, Middle Aged, *Occupational Guidance

Written by the Chief of Special Projects of the Women's Bureau as a guide for assisting the mature woman in preparing for and finding employment, this pamphlet contains sections on: (1) How to Do a Self-Inventory, (2) How to Prepare a Resume, (3) The Jobhunt, (4) How to Prepare a Letter of Application, (5) Guides to an Effective Interview, and (6) Training Opportunities. Selected readings and addresses of agencies and organizations are appended. (SB)

ED 050 230

VT 011 375

Graduate, Then What—Jobs in Health. A Report on the Use of Radio as a Recruitment Tool for the Health Occupations.

National Institutes of Health, Bethesda, Md. Div. of Physician Manpower.

Pub Date 70

Note—14p.

Available from—National Institutes of Health, Information Office, Bldg 31, Room 3B-11, Bethesda, Md. 20014

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, *Disadvantaged Youth, *Educational Radio, Employment Opportunities, *Health Occupations, Manpower Needs, *Occupational Guidance, Pilot Projects, *Recruitment

To evaluate the use of radio as a means of recruiting minority students into the health fields, 11 schools in the San Francisco Bay Area were selected to participate in a program of weekly radio broadcasts studying 11 health professions with manpower shortages. A combination panel and question and answer format was used for the broadcasts. Meetings were held with school representatives before the program began to discuss topics, objectives, and other technical matters as well as after the fourth broadcast to assess reactions and difficulties encountered. A followup survey was conducted after the series ended. Although attendance figures and other statistical data were incomplete, the project staff

reported that the programs were effective in producing interest and enthusiasm, particularly in schools in which faculty and administrators took a personal interest in helping disadvantaged students examine their interests and capabilities. Results demonstrate that two-way radio broadcasts are a promising means of recruiting disadvantaged students into the health professions. Recommendations are provided for planning, staff, physical arrangements, criteria for panelists, student participation, publicity, followup coordination, and reporting procedures. (SB)

ED 050 231

VT 011 471

Diamond, Daniel E. Bedrosian, Hrach

Industry Hiring Requirements and the Employment of Disadvantaged Groups.

New York Univ., N.Y. School of Commerce.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 70

Note—399p.

Available from—National Technical Information Service, Operations Division, Springfield, Va. 22151 (PB 191278, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, *Employment Opportunities, *Employment Qualifications, *Manpower Utilization, Minority Groups, Negro Employment, *Occupational Surveys, Promotion (Occupational), Sampling, Unemployed

Identifiers—New York City, Saint Louis

In an attempt to improve the economic well-being of the disadvantaged, this study investigated the possibility that excessive hiring requirements might be a major factor in unemployment of particular groups in the population. This was accomplished by surveying a random sample of employers in 10 major entry and near-entry level occupations in the New York and St. Louis Standard Metropolitan Statistical Areas. Accuracy was assured by a 14-month pretest evaluation of research design and materials, and the collected data were analyzed to compare variations in hiring requirements with measures of job performance. The study found that artificially high employment standards probably have hurt both the disadvantaged and the industry itself by creating manpower shortages. Better matching of skills and jobs could reduce turnover, relieve manpower shortages, and increase employment. (BH)

ED 050 232

VT 011 746

Manpower Report of the President. Message from the President of the United States Transmitting An Annual Report on the Progress of Manpower Programs.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—House-Doc-302

Pub Date 68

Note—329p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L1.42/2:971, \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annual Reports, Culturally Disadvantaged, Employment Patterns, *Employment Problems, Employment Statistics, Employment Trends, Equal Opportunities (Jobs), Family Income, *Federal Programs, Government Role, *Manpower Development, *Manpower Needs, Manpower Utilization, Public Policy, Statistical Data, Unemployment

This annual manpower report analyzes manpower needs, resources, utilization, and training. Problem areas which are considered include: (1) income adequacy and maintenance, (2) quality of employment, (3) equal opportunity, (4) special problems of the disadvantaged, (5) transition from school to work, and (6) geographic barriers to employment. The labor force implications of the continuing economic growth in 1967 are discussed, and new programs reflecting increased emphasis on the disadvantaged are reviewed. (BH)

ED 050 233

VT 012 010

Meister, David And Others

The Effect of Amount and Timing of Human Resources Data on Subsystem Design.

Bunker-Ramo Corp., Canoga Park, Calif.

Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—AFHRL-TR-69-22

Pub Date Oct 69

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Design Needs, *Engineers, *Human Engineering, *Manpower Needs, Military Service, Simulation, *Systems Analysis, Systems Development

Human resources data (HRD) inputs often fail to influence system development. This study investigated the possibility that these inputs are sometimes deficient in quantity or timing. In addition, the effect upon design of different personnel quality and quantity requirements was analyzed. Equipment and HRD inputs which were produced during actual missile development were presented to eight design engineers, who were required to develop a conceptual design of the equipment. By varying personnel constraints and timing of inputs, the study found that the type of manpower requirement and the amount and timing of HRD inputs influence design, although somewhat unpredictably. The estimates of personnel required to operate and maintain systems does not always relate to design concepts. The study concluded that personnel requirements should be included in proposal requests and work statements and recommended that further research be undertaken to describe the design implications of HRD inputs. (BH)

ED 050 234

VT 012 011

MacKenzie, John R. MacKenzie, Helen R.

Project BUILD, A Manpower Demonstration Program: February, 1968—March, 1969.

American Federation of Labor and Congress of Industrial Organizations, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Pub Date Mar 69

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Apprenticeships, *Building Trades, *Demonstration Programs, *Disadvantaged Youth, Educationally Disadvantaged, *Inner City, Inplant Programs, Labor Unions, Remedial Instruction, Vocational Education

Identifiers—*Project BUILD

This demonstration project was designed to prepare disadvantaged youth from the inner city to meet the requirements for, and perform effectively in, the apprenticeship construction trades in the District of Columbia. Of 160 trainees who were prepared for apprenticeship in two 24-week cycles, there were 143 graduates, of whom 120 were placed in apprenticeship. The report emphasizes the need for a comprehensive program of remedial education, work orientation, and skill training to prepare the individual for apprenticeship. Individual counseling and careful followup are also considered to be of major importance. (BH)

ED 050 235

VT 012 048

Waters, Carrie W.

Comparison of Computer-Simulated Conventional and Branching Tests.

Behavior and Systems Research Lab. (Army), Arlington, Va.

Report No.—TR-Note-216

Pub Date Mar 70

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Branching, *Enlisted Men, *Programming, *Psychometrics, *Screening Tests, Test Reliability, *Test Selection, Test Validity

As part of a continuing research program to improve screening of enlisted men, this study was undertaken to compare a variety of computer-simulated conventional and branching tests and to extend the theoretical analysis of branching techniques. The degree of coordination between test scores and underlying ability is used to compare conventional tests of varying lengths, difficulty, and item validity with branching tests, which permit the use of items individualized according to the examinee's ability. The analysis shows that in tests with higher item validities, a branching test correlates better with ability than does any conventional test, thereby demonstrating the research promise of branching tests. The results also provide useful guidelines for designing further studies of programmed tests. (BH)

ED 050 236

VT 012 051

Earle, Timothy C.

Task Learning, Interpersonal Learning and Cognitive Complexity.

Colorado Univ., Boulder. Inst. of Behavioral Science.; Oregon Research Inst., Eugene.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—ORIR-Bull-Vol-10-No-2

Pub Date May 70

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Complexity Level, Decision Making, *Interaction Process Analysis, Intergroup Relations, Interpersonal Relationship, *Learning Activities, Learning Difficulties, *Learning Experience, *Learning Theories, *Paired Associate Learning

The study of human learning has neglected interpersonal learning, mainly because of its complexity. However, with the recent development of a new methodology and research paradigm, empirical studies have been initiated. This is a report on one such study, involving 40 male University of Oregon students divided into two groups of 10 pairs of subjects. The task learning (TL) group and the interpersonal learning (IPL) group were trained for 60 trials to predict a numerical criterion on the basis of two numerical cues (X1 and X2). For the TL group, pairs of subjects were trained to use the same cue according to the same rule. For half the pairs, X1 was linearly related to the criterion, while for the rest, X1 was a nonlinear cue. In the IPL group, each pair was differentially trained, with one using X1 as a linear cue, and the other using X2 as a nonlinear cue. When the pairs were combined for a task involving two equally valid linear and nonlinear cues, the IPL group adapted significantly better to the task due to the linear subjects' inability to learn to use the nonlinear cue on the basis of task learning alone. (BH)

ED 050 237

VT 012 056

Nikolitch, Radoje

Our 31,000 Largest Farms.

Economic Research Service (DOA), Washington, D.C. Farm Production Economics Research Div.

Pub Date Mar 70

Note—70p.; Agricultural Economics Report No. 175

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A93.28:175, \$65)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Agricultural Personnel, *Agricultural Production, Background, *Farmers, Farm Labor, *Farm Management, *Organization Size (Groups), Resources, Rural Development, Rural Economics

Between 1959 and 1964, the number of farms with annual product sales of over \$100,000 rose from 19,979 to 31,401, increasing this group's share of the market from 16 to 24 percent. During the same period, the 408 farms reaching the \$1 million mark with a 4 percent share of the market increased to 919 farms with 7 percent of the market. This report analyzes the characteristics of these increasingly important large-scale farms. The data indicate that the operators of the larger farms differ from other operators in educational background, but not in age. The typical large-scale farm is a meat-producing farm located in the West. The report notes that technical efficiency is greater on the large farm, but the ratio of purchased inputs per unit of output is much lower for the small farm. (BH)

ED 050 238

VT 012 139

Annual Review of Selected Developments; Agricultural Education and Training.

United Nations Food and Agriculture Organization, Rome (Italy).

Pub Date 68

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Education, College Curriculum, *Developing Nations, Educational Development, *Foreign Countries, Home Economics Education, Human Resources, Instructional Materials, International Organizations, Manpower Utilization, Rural Extension, Teacher Education, Technical Education

This document is the second in a series designed to describe agricultural education projects and practices which have been successful in promoting agricultural change and improvement in areas of the world where subsistence agriculture predominates. The projects are included here because of their emphasis on development of human resources and potential use in world

settings. The 16 projects described relate to specific agricultural education concerns, such as instructional media, development of areas of production agriculture, educational levels and educational agencies. The production agriculture topics include training courses for fishery staff, horticulturists and forestry. The uses of radio broadcasting and textbooks projects are described. Plans are included on the World Conference on Agricultural Education and Training in Copenhagen, 1970 and the statutes of the joint advisory committee of the FAO, UNESCO, and ILO. (RR)

ED 050 239

VT 012 161

Highcove, J. And Others

Base Engineer Automated Management System (BEAMS): Implementation/Conversion Team Education.

Spons Agency—Technical Communications, Inc., Los Angeles, Calif.

Report No.—AFHRL-TR-69-21

Pub Date Oct 69

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Engineering, *Computer Programs, Electronic Data Processing, Engineering Technicians, *Management Systems, Military Air Facilities, *Military Training, Officer Personnel, *Subprofessionals, Technical Education Identifiers—Air Force, *Base Engineer Automated Management System, BEAMS

As part of an effort to replace various types of computer equipment with a single advanced computer system, each of the 17 major air commands formed an Implementation/Conversion (I/C) Team to provide assistance to the approximately 200 Air Force bases involved. This report describes the education course used to prepare the I/C teams. The importance of the training is emphasized for reasons of motivation as well as the educational benefits. The report notes that the use of actual I/C team members as instructors contributed significantly to success of the course. (BH)

ED 050 240

VT 012 178

Shenk, Faye

Career Indications Among Junior Officers.

Air Force Personnel Research Div., Lackland AFB, Tex.

Report No.—AFHRL-TR-69-33

Pub Date Sep 69

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Career Planning, *Job Satisfaction, *Labor Turnover, Longitudinal Studies, *Military Service, Military Training, *Officer Personnel

Identifiers—Air Force

A study of officer input from the principal Air Force commissioning programs was undertaken to determine the predictability of an Air Force officer's career decision and to evaluate relationships between career intent and various demographic, environmental, and attitudinal factors. This report describes the study and provides a preliminary examination of the data collected on a group of officers from the pre-commissioning period through 3 years of service. Based on expressed career intent, the most favorable sources of retention were the commissioning programs for enlisted men. The yearly responses to the career intent statement indicated a decline in career intent at least through the first few years of service. Job characteristic factors found to be most important centered around job satisfaction, such as working under competent supervisors, having a sense of accomplishment, and having an opportunity for advancement. Least important values were represented by such factors as early retirement, travel, and having a definite work schedule. In general, the perceived importance of a reward or working condition in the Air Force showed little relationship to the perceived possibility of achieving that factor. (Author/BH)

ED 050 241

VT 012 182

Kibbee, J. And Others

An Education and Training Simulation of the USAF Base Engineer Automated Management System.

Technical Communications, Inc., Los Angeles, Calif.

Spons Agency—Air Force Human Resources Lab., Wright-Patterson AFB, Ohio.

Report No.—AFHRL-TR-69-28

Pub Date Oct 69

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Engineering, *Management Systems, Military Air Facilities, Military Service, *Military Training, Officer Personnel, *Simulated Environment, *Simulation Identifiers—Air Force, *Base Engineer Automated Management System, BEAMS

As part of an overall education and training program to instruct Air Force Base Civil Engineering personnel in the concepts and use of the Base Engineer Automated Management System (BEAMS), a simulation of the system was developed, covering a period of one week at a hypothetical Air Force Base. The simulation, which gives students experience in using BEAMS as part of their daily activities at their bases, consists of a data base and a series of transactions that update the base. The sequence and interdependence of the various transactions are described in an accompanying scenario. Because the simulation was specified for use in a number of different courses, oriented toward both management education and technician training, it was designed to be independent and self-contained, as well as modular. Therefore, it can be adapted easily to any of the courses. (Author/BH)

ED 050 242

VT 012 280

Wilson, Thomas Frederick

Labor Force Participation and Business Fluctuations: An Analysis by Cyclical Stages.

Columbia Univ., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 70

Note—415p.; Ph.D. dissertation, Columbia University

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 191 699, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Business Cycles, *Employment Level, Employment Opportunities, *Labor Force Nonparticipants, *Labor Market, *Labor Supply

In order to analyze the timing of labor force entry and withdrawal during the business cycle, this dissertation divides cycles into stages and studies the change in participation between stages. Refuting the common assumption that labor force sensitivity is unaffected by the level of economic activity, the study shows that the timing of movements does not conform well to changes in aggregate demand. Although the overall participation rate responds positively to cyclical fluctuations in the state of demand in the labor market, the major impact of a cyclical contraction on the participation rate occurs after the economy begins to improve. The study demonstrates that older workers respond negatively to cyclical changes, implying that the average age of the labor force increases as the economy begins a downswing. (BH)

ED 050 243

VT 012 282

Bixby, Lenore E.

Income of People Aged 65 and Older: Overview From 1968 Survey of the Aged.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No.—R-1

Pub Date Apr 70

Note—33p.; Reprint

Available from—U.S. Dept. of Health, Education and Welfare, Office of Research and Statistics, Social Security Administration, Washington, D.C. 20201

Journal Cit—Social Security Bulletin, p3-35 Apr 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Programs, *Income, Insurance Programs, *Older Adults, *Retirement, Surveys

In a 1968 survey of the income of the aged, 8,248 persons were interviewed out of a population of 19.3 million persons aged 65 or over, excluding approximately 95,000 federal annuitants, 30,000 aliens, and a small number of persons not enrolled. The Current Medicare Survey was utilized to obtain certain selected characteristics of aged persons. Data are broken down by income source. The average income of the aged is rising, and will continue to rise as more married women

enter the labor force. This rise in money income understates the growth of real income, because of the omission of health insurance benefits. (BH)

ED 050 244 VT 012 284

Gwartney, James David
Income and Occupational Differences Between Whites and Nonwhites.
Washington Univ., Seattle.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Pub Date 69

Note—176p.; Ph. D. Dissertation; University of Washington

Available from—National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 191 773, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Disadvantage, *Educational Discrimination, *Employment Opportunities, Equal Opportunities (Jobs), *Negro Employment, *Negroes, Promotion (Occupational), *Racial Discrimination, *Salary Differentials

This study investigates changes in the white-nonwhite income differential between 1939 and 1966, estimates what part of this differential is due to differences in productivity, and quantifies differences in discrimination between different parts of the economy. Although the median income of nonwhite urban males was only 58.3 percent of that of whites in 1959, the study estimates that between two-fifths and two-thirds of the differential was due to productivity factors, including fewer years of education, lower scholastic achievement, and over-representation of blacks in the low income South. Decennial United States Census and annual Current Population Reports data were used to estimate a rise in the relative income of nonwhites by more than 10 percent in the 1940's, followed by 17 years of virtually no change. U.S. Census data for 1960 suggest that most racial discrimination has been faced by salesmen, managers, officials, proprietors, and skilled craftsmen. (BH)

ED 050 245 VT 012 289

Rosenberg, Beatrice

Day Care Facts.

Women's Bureau (DOL), Washington, D.C.

Pub Date May 70

Note—15p.

Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Dept. of Labor, Washington, D.C. 20210

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Day Care Programs, Federal Aid, Federal Programs, *Program Descriptions, *Working Women

The need for day care services is steadily growing as more mothers enter the labor force. This booklet describes the major efforts being made to provide these services. Included are efforts by all levels of government, unions and management, hospitals and universities, women's groups, and other public and private programs. (BH)

ED 050 246 VT 012 290

Child Care Services Provided by Hospitals.

Women's Bureau (DOL), Washington, D.C.

Report No.—Bull-295

Pub Date 70

Note—32p.

Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Department of Labor, Washington, D.C. (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, *Child Care Centers, *Hospital Personnel, *Hospitals, National Surveys, *Working Women

In an attempt to determine the extent to which hospitals had established child care services for their personnel, a survey was conducted of 3,000 hospitals with 100 beds or more. Out of nearly 2,000 hospitals which responded, 98 were operating child care centers, with about 500 more planning or at least showing interest in such a program. The study showed that employers benefit from these programs in terms of personnel recruitment and reduced absenteeism and labor turnover. Employees benefit by being able to work more hours with less worry about their children's safety. (BH)

ED 050 247

Diley, William

Agri-Business, Is It for Me?

Ohio State Univ., Columbus. Dept. of Agricultural Education

Spons Agency—Ohio State Dept. of Education, Columbus. Agricultural Education Service.

Pub Date 71

Note—16p.

Available from—Ohio Agricultural Education Curriculum Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Agricultural Education, *Career Opportunities, Career Planning, *Occupational Guidance, Off Farm Agricultural Occupations, *Program Descriptions, Secondary School Students, *Vocational Agriculture, Vocational Development

This publication is intended to help students in planning for their educational and vocational needs. The program of agribusiness and service is to prepare high school students enrolled in vocational agriculture for employment in related occupations where knowledge, skills, and abilities in agriculture are required. Career opportunities and program explanations are presented to give a better understanding of the agribusiness programs for high school students. (GB)

ED 050 248

Clark, Bernard J.

Police-Community Relations. Criminal Justice Monograph, Volume I, Number 5.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Pub Date 69

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizen Participation, *Community Programs, Improvement Programs, *Interagency Cooperation, *Manpower Utilization, *Police Community Relationship, Police School Relationship, *Police Seminars, Program Development

Recent social unrest has widened the communications gap between police and community. Police-community relations programs are designed to establish a better relationship and understanding between police officers and the citizens. This requires coordination with schools and other community agencies in providing information on the goals and operation of the police department. First, however, police officers themselves must be convinced that such a program is part of their function and that any changes in the status quo will be positive. Also, the program must not compromise the autonomy of the police in enforcing the law, especially when special interest groups try to achieve preferential treatment. By overcoming these obstacles, a police-community relations program can result in a smoother relationship with the community, reduced crime rates, and a more professional police department with a better image in the community. (BH)

ED 050 249

Persons, Edgar, Ed. Copa, George, Ed.

Research in Agricultural Education Programs Beyond High School.

Minnesota Univ., St. Paul. Dept. of Agricultural Education.

Spons Agency—Minnesota Research Coordinating Unit in Occupational Education, Minneapolis.

Pub Date Oct 70

Note—50p.; Report of the Central Regional Research Conference on Agricultural Education (Alexandria, Minn., Jul 28-30, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Farmer Education, *Agricultural Education, Area Vocational Schools, Community Colleges, *Conference Reports, *Educational Research, Junior Colleges, *Research Needs, Research Proposals, *Technical Education, Young Farmer Education

Identifiers—Project MINI SCORE

Concentrating on research in agricultural programs beyond the high schools, this 1970 Central Region conference report includes material applicable to area vocational technical schools, junior and community colleges, and continuing

VT 012 313

education for beginning and adult farmers. Each of these groups developed a list of interests, needs, and problems for their particular area and generated research proposals which are included in the report. Paper presentations are: (1) "Project Mini-Score" by David Wheeler, and (2) "News and Reviews from Washington" by Philip Teske. The business session report and listing of conference staff and participants are appended. (GB)

ED 050 250

Stevens, Glenn Z. Hoover, Norman K.

Vocational-Technical Education in Agricultural Resources. Final Report.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 69

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, *Agricultural Occupations, Agricultural Technicians, *Instructional Materials, Measurement Instruments, Occupational Information, Off Farm Agricultural Occupations, *Program Content, *Program Development, Questionnaires, Recreational Activities, Technical Education

Suitable program establishment guides and teaching materials are needed to develop programs in agricultural resources that will qualify students to enter and advance in existing and emerging occupations in the areas of conservation, recreational utilization, and protection and regulation. The first phase of the project sought to determine the attitudes of five groups of 20 agricultural-related persons each toward 56 items of program establishment and 64 items of instructional units. The consensus of opinion among the groups found in 81 percent of the items justifies the use of agricultural resource persons in determining program and instructional content and the development of a guide for establishing programs. The second phase of the project focused on the preparation of a teacher's resource unit for an introductory course for high school students. The survey instruments and the availability of publications developed through the project are appended. (GB)

ED 050 251

Hoover, Norman K. Stevens, Glenn Z.

Development and Evaluation of Occupational Information in Agriculture. Final Report.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 69

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, *Agricultural Occupations, *Classroom Guidance Programs, Guidance Personnel, *Occupational Guidance, *Occupational Information, Secondary Schools, Secondary School Students, Vocational Agriculture Teachers

Ninety-nine Pennsylvania teachers of agriculture and a corresponding number of guidance counselors were involved over a period of 3 years in an in-service teacher education program to determine effective methods of utilizing occupational information in agriculture. Objectives were: (1) to organize and develop occupational information in agriculture for guidance counselors and teachers to use in acquainting students with occupations in the agricultural world of work, and (2) to test experimentally different methods of preparing and making available this information. Findings on Phase One of the study revealed positive relationships of agricultural interest, father's occupation, and student I.Q. with student-expressed intentions to elect agriculture in the next school year, to obtain post-high school education, and to enter an agricultural occupation. Findings of Phases Two and Three revealed that students living on farms had higher scores on the "Vocational Agriculture Interest Inventory." The test instrument and a listing of cooperating schools are appended. (GB)

ED 050 252

Jacks, Lloyd P.

Development and Use of Subject Matter Materials for Vocational Education in Agriculture.

VT 012 557

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.; Mississippi State Dept. of Education, Jackson.; Mississippi State Univ., State College. Dept. of Agricultural Education.

Pub Date Oct 67

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, Bibliographic Citations, Data Collection, *Evaluation, *Instructional Materials, *Instructional Materials Centers, Material Development, Program Effectiveness, State Surveys, *Vocational Agriculture Teachers

Identifiers—*Mississippi

To determine how the Subject Matter Service (SMS) of the Agricultural Education Department at Mississippi State University could more effectively meet the needs of vocational agriculture teachers, this study focused on three problems: (1) evaluation of materials developed by the SMS, (2) determination of sources and uses of teaching materials, and (3) determination of teacher preferences for new subject matter materials. Utilizing the description method with the group-interview technique, the study obtained data from 266 experienced teachers. Several recommendations are presented which focus on visual aids, revision of materials, format changes, and teacher guides related to the subject matter references. Results of the study show that current activities are not meeting teacher needs. Consequently the SMS must be geared to keep abreast of the growing needs of teachers by expanding facilities and personnel. (GB)

ED 050 253

VT 012 576

Fact Sheet on the Earnings Gap.

Women's Bureau (DOL), Washington, D.C.

Pub Date Feb 70

Note—5p.

Available from—Women's Bureau, Wage and Labor Standards Administration, U.S. Dept. of Labor, Washington, D.C. (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Equal Opportunities (Jobs), *Salary Differentials, *Social Discrimination, *Working Women

A comparison of median income since 1955 shows that the salary differential between men and women has increased in recent years. Although this is due primarily to the overrepresentation of women in low-skilled, low-paying jobs, even within the same occupations men are better paid. Salary comparisons for professional occupations show differentials by sex. (BH)

ED 050 254

VT 012 647

Krebs, A. H.

Model for Evaluation of Secondary School Programs of Vocational Education in Agriculture.

Maryland Univ., College Park. Agricultural Experiment Station.

Report No—Misc-Pub-733

Pub Date Oct 69

Note—70p.

Available from—Maryland Agricultural Experiment Station, University of Maryland, College Park, Maryland 20742

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, Bibliographic Citations, Data Collection, Evaluation Methods, Evaluation Techniques, *Models, *Program Evaluation, Secondary Grades, *Secondary Schools, *Vocational Agriculture

This research project focused on the development of instruments and procedures which a local secondary school evaluating group may use for conducting its own evaluation of the local program of vocational education in agriculture. The report covers Phase I of a four-phase project and presents the development and trial of instruments and procedures in two Maryland public high schools. Twenty-five instruments and guides are presented with suggestions for their use as well as suggestions regarding the treatment of the data. Further testing and refinement of the instruments and procedures are scheduled for later phases of the project. A bibliography is appended. (Author/GB)

ED 050 255

VT 012 669

An Exploratory Study to Analyze New Skill Content in Selected Occupations in Michigan and the Mechanism for Its Translation into Vocational Education Curricula. Section Report on Dental Assistant.

Battelle Memorial Inst., Columbus, Ohio.

Spons Agency—Department of Labor, Washington, D.C.

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Curriculum Evaluation, *Dental Assistants, Educational Research, Employee Responsibility, *Health Occupations Education, High School Curriculum, Job Skills, *Job Training, *Program Evaluation

A survey was made of the dental departments in two hospitals, two public dental out-patient clinics, and seven private practicing dentists to identify the tasks performed by the dental assistant and evaluate the existing dental assistant curriculum in Detroit schools. Analysis of data revealed that many of the dental assistants learned their skills on the job and in many instances were used as receptionist, care taker, errand girl, or personal secretary rather than in dental activities. To the employers, performance of laboratory procedures was not considered appropriate for the assistant. The employers also rated eight assistant functions according to whether they should be taught in high school or on the job, and these ratings were used when evaluating the curriculum. Examinations of the existing curriculum resulted in recommendations for specifying program objectives, selection of students, course content, training facilities, clinical experience, and program evaluation. Survey data tables, a listing of equipment and supplies, and bibliography of reference books and films are appended. (SB)

ED 050 256

VT 012 671

An Exploratory Study to Analyze New Skill Content in Selected Occupations in Michigan and the Mechanism for Its Translation into Vocational Education Curricula. Section Report on Licensed Practical Nurse.

Battelle Memorial Inst., Columbus, Ohio.

Spons Agency—Department of Labor, Washington, D.C.

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Employee Responsibility, *Employment Qualifications, Entry Workers, *Guidelines, *Health Occupations Education, High School Curriculum, Job Skills, Job Training, *Practical Nursing, *Program Development

To develop a high school practical nursing curriculum, a survey was made of six hospitals, four nursing homes, and one public health agency to investigate current and expected content of the occupation and to determine attributes and personal characteristics employers look for in practical nurses. Analysis of data revealed that employers assess entry-level practical nurses in terms of amount of education, job skills, and personal qualifications. The employers also rated 11 groups of tasks according to the desirability, importance, prior knowledge, and frequency of the tasks. On the basis of data from employers, guidelines were suggested for developing practical nursing programs, including general program characteristics, data to obtain prior to establishing a program, program organization, student selection, curriculum, and facilities and policies from cooperating agencies. Survey data tables and sources of information are appended. (SB)

ED 050 257

VT 012 677

Becker, John A. Stitt, Thomas R.

Measurement of the Agricultural Resources Role in Southern Illinois Agricultural Education.

Southern Illinois Univ., Carbondale. School of Agriculture.

Report No—Ag-Ind-Pub-5

Pub Date Nov 68

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, *Agricultural Occupations, *Educational Needs, *Employment Opportunities, Job Training, *Natural Resources, Post Secondary Education, Program Development, Program Planning, Questionnaires, Recreation, Secondary Grades

Identifiers—*Illinois

Southern Illinois is well oriented to agricultural resources occupations, including conservation, utilization, and recreation. Interest measuring tests, surveys, and questionnaires were used to: (1) measure interest of sample junior and senior high school students, (2) identify agricultural related businesses and agencies, and (3) identify and assess job titles within the identified businesses and agencies through interviews. Findings

revealed that individual instruction on the secondary level is sufficient to meet the needs of students and that student needs at the postsecondary level were insufficient for a 2-year program. Recommendations were that individual students at the secondary level should be offered supervised experience programs in agricultural resources. In addition, a larger feasibility study should be conducted over the entire state of Illinois to measure the interest and occupational opportunities in this area before any junior college institutes such a program. (GB)

ED 050 258

VT 012 801

Aviation Education Services and Resources.

Federal Aviation Administration, Washington, D.C.

Report No—GA-20-2-8

Pub Date 68

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aviation Technology, Career Opportunities, Films, *Instructional Materials, *Resource Guides, *Resource Materials, Technical Education, *Trade and Industrial Education, Workshops

Developed by the Aviation Education Staff of the Office of General Aviation Affairs, this document identifies sources of teaching materials. Included in this resource guide is information pertaining to: (1) films and filmstrips, (2) aviation education workshops, (3) career opportunities in aviation, (4) aviation organizations, (5) government publications, (6) speakers available from the Federal Aviation Administration (FAA), (7) curriculum guides, and (8) related teaching materials. Also included are addresses of FAA area and regional offices. (JS)

ED 050 259

VT 012 887

Annual Report of the Commission on Manpower and Full Employment.

Hawaii State Commission on Manpower and Full Employment, Honolulu.

Pub Date Jan 71

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment Problems, Labor Market, *Manpower Development, *Program Descriptions, Program Evaluation, *Program Planning, *State Programs, *Unemployed

Identifiers—CAMPES, Cooperative Area Manpower Planning Systems, *Hawaii

This first annual report inventories the major state manpower programs during the past year and discusses the objectives of comprehensive manpower planning, with emphasis on a series of legislative and administrative recommendations. The contributions of various manpower systems are discussed, including the Cooperative Area Manpower Planning System and the Immigration Service Center. Detailed descriptions of selected program activities are appended. (BH)

ED 050 260

VT 012 913

Feasibility Study of Career Ladder Curriculum and Guidance and Counseling.

California State Advisory Council on Vocational Education and Technical Training, Sacramento.

Pub Date Jan 71

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, *Career Opportunities, *Curriculum Design, Curriculum Planning, Elementary Education, *Feasibility Studies, Guidance Counseling, *Guidance Services, Models, Placement, Post Secondary Education, Secondary Education, Vocational Education

Identifiers—*Occupational Exploration

Discussions with council members, a review of relevant documents, contacts with legislative personnel, and interviews with vocational personnel in the California State Department of Education were the sources of information used to determine the feasibility of a "career ladder" curriculum. It was concluded that the career preparation of all people must be developed on a broad basis, that vocational education must be introduced at the kindergarten level and carried through the community college level, and that the career ladder concept may be the most desirable curriculum to achieve these results. Recommendations are that steps be taken to implement this program and to provide funds and a plan for the training of counselors to meet the needs of this program. (GEB)

ED 050 261 VT 012 915**VIEW for the Handicapped (Pilot Program).**

Teachers Guide and Index.
Indiana State Office of the State Superintendent
of Public Instruction, Indianapolis.

Pub Date Mar 71

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educable Mentally Handicapped, Job Skills, Job Training, Junior High Schools, Occupational Information, *Prevocational Education, Senior High Schools, *Special Education, *Teaching Guides
Identifiers—VIEW, Vocational Information for Education and Work

Compiled by special education teachers, this guide and accompanying index is for teacher use in providing a program of prevocational orientation, cross-occupational skill training, and job-specific information to educable mentally handicapped (EMH) students in junior and senior high school special education programs. Part I, Prevocational Orientation, contains purposes, concepts, and learning activities for 10 sections covering general job information such as wages and working conditions. Part II provides (1) task analysis of cleaning, moving, and proper use of tools and equipment, with activities directed toward specific task training, and (2) a skill profile for stocking, sorting, packaging, tying, care of tools and equipment, serving, driving and operating, tending, and assembling and collating, with activities directed toward development of each skill. The guide is designed to be used with a deck of Vocational Information for Education and Work (VIEW) scripts describing 50 job titles which are appropriate for EMH and generally available in Indiana. An alphabetical listing and vocabulary lists for the VIEW scripts along with "Dictionary of Occupational Titles" numbers are appended. The accompanying index describes the 50 job titles. (SB)

ED 050 262 VT 012 919**National Goals and Guidelines for Research in Home Economics.**

Association of Administrators of Home Economics.

Pub Date Oct 70

Note—99p.

Available from—Michigan State University, Information Services, Bulletin Office, Box 231, East Lansing, Mich. 48823 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Services, Consumer Education, Environmental Influences, Family Life Education, *Guidelines, *Home Economics, *Human Development, *Interdisciplinary Approach, Research, *Research Needs

To indicate the scope and strengthen the research base in all areas of home economics as well as initiate interdisciplinary research, 82 members of official task forces and workshop sessions formulated these goals: (1) Improve the conditions contributing to man's psychological and sociological development, (2) Improve the conditions contributing to man's physiological health and development, (3) Improve the physical components of man's near environment, (4) Improve consumer competence and family resource use, and (5) Improve the quality and availability of community services which enrich family life. Included in this publication is a discussion of the study, a delineation of the goals with accompanying research problem and question areas, a discussion of responses of administrators and researchers to questions about creating a more dynamic research enterprise, and a summary of research development in home economics during the past 60 years. (SB)

ED 050 263 VT 012 939

Jelinek, Richard C. And Others

SUM (Service Unit Management): An Organizational Approach To Improved Patient Care.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Feb 71

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administration, Annotated Bibliographies, Cost Effectiveness, *Differentiated Staffs, *Health Services, *Hospitals, *Management Systems, Personnel Evaluation, Staff Utilization, Subprofessionals, Unit Costs
Identifiers—Nursing Tasks, *Service Unit Management, SUM

To evaluate the effectiveness of Service Unit Management (SUM) in reducing costs, improving quality of care, saving professional nursing time, increasing personnel satisfaction, and setting a stage for further improvements, a national questionnaire survey identified the characteristics of SUM units, and compared the performance of a total of 55 units with and without SUM. Data collected from each unit included personnel costs, quality of care, patient work load, personnel satisfaction, organizational tension and management style, personnel acceptance of SUM, assignment of responsibility, and type of SUM organization. Evaluation by a multi-disciplinary research team, representing the disciplines of industrial engineering, organizational science, and social psychology, revealed that in general SUM was serving the purposes claimed. In addition, the activities which characterize a unit management program were grouped as logistic and clerical, patient support, and administrative activities. Other findings are provided for the focus of SUM, organizational structure, unit manager qualifications, and the change process. An activities list and additional readings are appended, and an annotated bibliography of current literature on SUM is included. (SB)

ED 050 264 VT 012 951**Vocational Education: Innovations Revolutionize Career Training. Education U.S.A. Special Report.**

National School Public Relations Association, Washington, D.C.

Pub Date 71

Note—67p.

Available from—National School Public Relations Assn., 1201 16th St., N.W. Washington, D.C. 20036 (#411-12780, \$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Career Opportunities, Educational Innovation, *Educational Opportunities, *Educational Programs, Educational Trends, Expenditures, Guidance Services, Manpower Development, Occupational Information, Projects, Reports, *School Personnel, *Vocational Education

Identifiers—Vocational Education Act of 1963, Vocational Education Amendments of 1968

This report was written to inform the educational community of new developments in the area of vocational education. The national concern for vocational education programs and the Vocational Education Acts of 1963 and 1968 as turning points are discussed. The concept of occupational education for all ages, action at the state level, and trends in the curriculum point out specific developments. The guidance and counseling services, and the accreditation, teacher education, and certification problems are outlined. Exemplary projects are classified as: (1) career development programs, (2) career guidance and counseling, (3) inner-city projects, (4) rural-oriented projects, (5) cooperative education programs, and (6) projects for disadvantaged youths. Authorizations and appropriations for various sections of the amendments are listed. (GEB)

ED 050 265 VT 012 966**A Workshop for Allied Health Teaching Personnel in Developing Behaviorally-Oriented Learning Materials. Final Report, August 8, 1970-June 30, 1971.**

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.; Southern Illinois Univ., Carbondale.

Pub Date 71

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, *Conference Reports, *Health Occupations Education, *Inservice Teacher Education, Instructional Materials, Learning Activities, *Material Development, Workshops

A total of 94 teachers and administrators from 12 health related occupations attended four 2-day workshops held in Chicago, DeKalb, Springfield, and Carbondale, Illinois, which were designed to provide inservice allied health teaching personnel with information, instruction, and assistance in developing behaviorally-oriented learning materials for use in the classroom and laboratory situation. Workshop activities included analyzing selected health-related occupations, planning and writing behavioral objectives, preparing learning experiences from behavioral objectives, and

modifying non-behavioral learning materials to behaviorally-oriented learning materials. Qualitative evaluation techniques were used to evaluate the performance of the workshop participants, and analysis revealed that the majority equalled or exceeded the level of acceptable performance. The general consensus of workshop staff and participants was that the objectives had been attained and that future activities should be planned. The participants expressed a need for further assistance in developing behaviorally-oriented courses of study and receiving guided assistance in implementing behavioral course materials. Several workshop materials are appended. (SB)

ED 050 266 VT 012 976**Bridging the Gap, An Independent Case Study.**

American Telephone and Telegraph Co., New York, N.Y.; Institute for Educational Development, New York, N.Y.

Pub Date May 70

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dropout Prevention, *Employee Attitudes, Inservice Teacher Education, Instructional Trips, Noncollege Preparatory Students, *Occupational Guidance, School Industry Relationship, *Student Motivation, Teacher Workshops, *Work Attitudes

American Telephone and Telegraph instigated this program to help students discover how their schooling relates to assuming the responsibilities of citizenship, useful careers, earning power, and the possibilities of work that satisfies. The four interrelated objectives are to: (1) help students who are underachievers, (2) break down barriers and bridge the communications gap between students, counselors, teachers, businessmen, and public officials, (3) improve the educational process, and (4) arrange for the cooperation of many businesses and public organizations. Five programs are available to accomplish these objectives: (1) 4-week counselor-teacher summer workshops, (2) 1-day teacher workshops at local businesses, (3) six half-day workshops for students, (4) all-year-long company resource programs, and (5) evening parent workshops. Guidelines for implementation and suggestions for conducting workshops are provided. Materials used for establishing and evaluating workshops which have been conducted are included in the appendix. (RR)

ED 050 267 VT 012 984**Directory of Approved Allied Medical Educational Programs, 1971.**

American Medical Association, Chicago, Ill. Council on Medical Education.

Pub Date 71

Note—308p.

Available from—American Medical Association, Department of Allied Medical Professions and Services, 535 North Dearborn Street, Chicago, Illinois 60610

Document Not Available from EDRS.

Descriptors—Admission Criteria, Associate Degrees, Certification, *Directories, *Educational Programs, Financial Support, *Health Occupations Education, *Paramedical Occupations, Program Length, Subprofessionals, Technical Education

Intended as a reference for educators, students, and employers, this directory contains information about 2,498 allied medical educational programs, representing 14 occupations, which were approved as of July 15, 1970, by the Council on Medical Education of the American Medical Association (AMA) and 14 collaborating organizations. The programs are first presented in a consolidated listing which lists the institutions alphabetically by state and city and includes the sponsoring institution's address, the specific AMA-approved educational program(s), and, whenever possible, the name of the program director/coordinator. In addition, the following information is presented for each of the 14 allied medical occupational categories: (1) a job description, (2) a discussion of the approval process and the minimum educational standards required for AMA approval, and (3) an alphabetical listing by state and city of approved educational programs, including sponsoring institution, program director, educational coordinator, entrance requirement, program length, student capacity, beginning date, tuition, stipend, scholarship, and degree or certificate awarded.

An introductory section provides a brief discussion of the annual report on allied medical educational programs, and a bibliography of AMA and non-AMA publications is included. (SB)

ED 050 268 VT 012 985
Training of Health Service Personnel in the Veterans' Administration.

Congress of the U.S., Washington, D.C. House Committee on Veterans Affairs.

Report No.—House-Comm-Print-3

Pub Date 71

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Programs, Federal Programs, Health Occupations, *Health Occupations Education, *Hospitals, Paramedical Occupations, *Professional Occupations, *Sub-professionals

Identifiers—*Veterans Administration

During fiscal year 1970, more than 49,000 persons received training through the Veterans' Administration (VA) in 125 different health services programs, including 21,550 physicians, 1,359 dentists, and 26,142 trainees in the allied and administrative health fields. Many VA hospitals and out-patient clinics indicated that more than 12,000 additional trainees could be accommodated by September 1971 if funds were provided immediately for trainee stipends, instructor salaries, space modification, and other pertinent costs. This publication lists the VA hospitals and outpatient clinics alphabetically for each of the 50 states, Washington, D.C., Puerto Rico, and the Philippines, and provides for each VA hospital and outpatient clinic, data concerning the health services training program accomplishments in fiscal year 1970 and the potential expansion by September 1971. (SB)

ED 050 269 VT 012 998

Lyle, Jerolyn R.

Differences in the Occupational Standing of Black Workers Among Industries and Cities.

Equal Employment Opportunity Commission, Washington, D.C.

Pub Date Jun 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, City Demography, *Community Characteristics, Doctoral Theses, *Employment Opportunities, *Employment Patterns, Manpower Development, Manpower Utilization, *Negro Employment, Negroes, *Racial Characteristics, Vocational Education

This document is a summary of a doctoral thesis in which was written to answer three questions. These are: (1) How important are personal characteristics of black workers in explaining the variance in their relative occupational standing among the private sectors of these cities? (2) How important are general characteristics of the cities and industries in which they work? and (3) What policies are most likely to improve the relative occupational standing of blacks employed in the private sector? The strategy for answering these questions was to develop measures of personal characteristics of black workers and of general characteristics of the labor markets and industries where they work. Answers derived through the use of this strategy include the following: (1) Personal characteristics of blacks such as their education and age are important, but less so, then general characteristics of the cities in which they work, in predicting their relative occupational standing; (2) Black women have greater chances of achieving occupational parity in cities where in-migration is not great; (3) Occupational parity for black men depends on greater access to manufacturing and unionized industries, where the demand for white collar workers is weak. (Author/JS)

ED 050 270 VT 013 009

Borgen, Joseph A. Davis, Dwight E.

A Research and Development Project in Occupational Education: The Development of Process Models for Decision-Making in Curriculum Development and Evaluation. Final Report of Phase I.

Joliet Junior Coll., Ill.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Pub Date Sep 70

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, Curriculum Evaluation, Curriculum Planning, *Curriculum Research, *Decision Making, Longitudinal Studies, *Models, Systems Approach, *Vocational Education

Concern for quality vocational education programs and a decision-making system for curriculum development and evaluation led to the implementation of this four-phase project. The initial phase of the project involved: (1) a review of literature related to the development and application of process models to curriculum development and evolution, (2) the identification of consultants and resource agencies to be utilized in initial model development, and (3) future project planning in relation to project objectives, the involvement of state and local personnel, project testing and evaluation, dissemination, and budgeting. Curriculum models reviewed by the investigators included the objectives model, the product development model, the accreditation model, and the management-system model. One of the major recommendations of this initial phase called for a further investigation of the literature with respect to management systems in order to identify and compare their rationale, components, and elements. Also included in the report are the Project Proposal-Phase I, Consultants and Agencies Identified during Phase I, and Personnel Qualifications. (Author/JS)

ED 050 271 VT 013 010

Sewell, D. O.

Training the Poor. A Benefit-Cost Analysis of Manpower Programs in the U.S. Antipoverty Program.

Queen's Univ., Kingston (Ontario). Industrial Relations Centre.

Spons Agency—Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

Report No.—Res-Ser-12

Pub Date 71

Note—153p.

Available from—Industrial Relations Centre, Queen's University, Kingston, Ontario, Canada
 Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, *Cost Effectiveness, *Evaluation Criteria, Evaluation Techniques, *Federal Programs, Income, Individual Characteristics, Poverty Programs, Program Evaluation, Resource Allocations, *Unemployed

Identifiers—*Manpower Development and Training Act Programs, Manpower Improvement Through Community Effort, MDTA Programs, MITCE

This report critically reviews past benefit-cost studies of manpower programs and offers an alternative methodology for program evaluation. Because of selective admission criteria and a tendency to attribute all income changes to training, previous studies have had an upward bias in measuring the effectiveness of training. This study evaluates a community effort manpower program in which trainees were not selected on the basis of aptitude or intelligence. Nevertheless, the trainees were far from typical, so multiple regression analysis was used to isolate the effects of training on income. The results show a higher benefit-cost ratio for on-the-job training than for institutional training, especially for women. The report concluded that the program as a whole represents an efficient allocation of resources. (BH)

ED 050 272 08 VT 013 011

Vetter, Louise. Sathney, Barbara J.

Planning Ahead for the World of Work: Research Report Abstract, Teacher Manual, Student Materials, Transparency Masters.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—R & D-Ser-46

Bureau No.—BR-7-0158

Pub Date Jan 71

Grant—OEG-3-7-000158-2037

Note—84p.

Available from—Center for Vocational and Technical Education, Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (no charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, Comparative Analysis, Curriculum Development, *Females, *Instructional Materials, Manuals, *Occupational Information, Pilot Projects, Secondary Education, Student Attitudes, Transparencies, *Vocational Education

Identifiers—*Occupational Exploration

Expanding educational and occupational opportunities for girls and women have occurred as attitudes toward women workers have become more liberalized and as legislation has provided for such opportunities and changes. However, research has indicated that many secondary-school-age girls have unrealistic educational and vocational plans and incomplete knowledge of relevant facts about the world of work. Therefore, the purpose of this project was to develop a package of curriculum materials designed to aid girls in considering future alternatives in terms of labor force participation and adult female roles. Curriculum materials and a questionnaire consisting of attitude, objective, and demographic items were developed and pilot tested at the seventh, ninth, and eleventh grade levels. It was found that students at all grade levels gained information about the world of work and women's roles in employment through the use of these materials. A major recommendation was that, with slight revisions, the materials would be appropriate to use with classes of boys and girls. (Author)

ED 050 273 VT 013 018

Iversen, Iver. And Others

The HELP Campaign—An Evaluation.

Kennedy Rehabilitation Inst., Minneapolis, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational Rehabilitation.

Pub Date Dec 70

Note—172p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, *Counseling Effectiveness, Data Analysis, *Handicapped, *Information Dissemination, Interviews, *Program Evaluation, Questionnaires, Rehabilitation Counseling, *Vocational Rehabilitation

Identifiers—HELP Campaign

The nationwide promotional HELP campaign of public service announcements launched in 1968 was intended to encourage the disabled to seek appropriate rehabilitation services. A 6-month study was conducted to determine the effectiveness of the HELP campaign and the nature of those who responded. The procedure involved in analysis of the letters sent to HELP, interviews, questionnaires, and an analysis of case file data from the Division of Vocational Rehabilitation. Of the 1,100 individuals represented by 1,000 responses to HELP letters, seven out of twelve were disabled persons in the 16-59 age group. It was concluded that 5/12ths were suitable candidates for vocational rehabilitation and that 4/12th could be helped by no known agency. Specific recommendations for future programs of this nature are that they promise no more than can be delivered, and that they be immediately responsive. (GEB)

ED 050 274 VT 013 020

Keeping on Course. Report of the 1970 Regional Workshops of the Council of Diploma Programs.

National League for Nursing, New York, N.Y.

Report No.—Pub-16-1418

Pub Date 71

Note—48p.

Available from—National League for Nursing, Department of Diploma Programs, 10 Columbus Circle, New York, N.Y. 10019 (Publication No. 16-1418, \$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, Course Content, Course Evaluation, *Course Objectives, *Curriculum Development, Curriculum Evaluation, Educational Resources, *Health Occupations Education, Learning Activities, *Nursing, Student Evaluation, Teaching Methods, *Workshops

A total of 710 participants representing 371 agency members attended one of six 2-day workshops, which constituted the second phase of a 3-year curriculum development program and were designed to: (1) identify course objectives in relation to level objectives, (2) select subject matter and learning experiences appropriate to achievement of course objectives, (3) identify resources and teaching methods to achieve objectives, and (4) introduce concepts of evaluation of the total curriculum, the courses, and the stu-

dents. Utilizing the 1969 report as a base, workshop objectives were met through group work and reactions to these major presentations: (1) "The Concepts of Evaluation as Related to the Total Curriculum, Individual Courses, and Students" by M. L. Dyer, and (2) "Our Course Leads to Evaluation" by L. Ulrich and S. W. Rayfield. Texts of the major presentations are included, and workshop materials are appended. The 1969 workshop report, "Level Objectives: Development and Use in the Curriculum," is available as ED 039 356. (SB)

ED 050 275 08 VT 013 030

Gorman, Anna M. Manning, Doris E.

A Listing of Data Collection Instruments for Use in Research in Home Economics Education: 1962-1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Center for Educational Research and Development (DHEW/CE), Washington, D.C.

Report No.—Bib-Ser-7

Bureau No.—BR-7-0158

Pub Date May 71

Grant—OEG-3-7-000158-2037

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—"Annotated Bibliographies, Curriculum Development, *Data Collection, Educational Administration, Educational Equipment, Educational Facilities, Educational Programs, Employment Opportunities, *Home Economics Education, Instructional Materials, *Instrumentation, Learning Processes, Manpower Needs, Program Evaluation, *Research, Teacher Education, Teaching Methods

A total of 168 research studies, published since 1962 and using data collection instruments suitable for home economics research, were selected through a computer search of Educational Resources Information Center (ERIC) publications and a manual search of non-ERIC publications. Entries are organized according to these categories: (1) Manpower Needs and Employment Opportunities, (2) Curriculum Development, (3) Educational Programs, (4) Instructional Materials and Devices, (5) Learning Process and Teaching Methods, (6) Student Personnel Services, (7) Facilities and Equipment, (8) Teacher Education, (9) Administration and Supervision, and (10) Evaluation. Entries selected from ERIC publications include author, title, publication date, selected parts of an abstract, ERIC document number, and pagination, while non-ERIC entries include author, title, publication date, selected parts of an abstract, and degree-granting institution. Author and subject indexes, ordering information, and criteria for inclusion in this bibliography are included. (SB)

ED 050 276 VT 013 051

Somers, Gerald G., Ed. Little, J. Kenneth, Ed.

Vocational Education: Today and Tomorrow. Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Pub Date 71

Note—349p.

Available from—Center for Studies in Voc and Tech Education, 4315 Social Science Bldg., University of Wisconsin, Madison, Wisconsin 53706 (\$5.00 + 180 postage)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Careers, *Curriculum Development, Curriculum Research, Disadvantaged Groups, *Educational Needs, Educational Objectives, *Educational Problems, Employment Trends, Organizational Change, Program Evaluation, School Personnel, *Technical Education, *Vocational Education

The papers in this document, written by persons from a variety of disciplines, are addressed to issues which have confronted vocational educators for many years and which remain unsolved as the decade of the 70's begins. Specific topics include: (1) "Curriculum Response to Occupational Trends" by Garth Mangum, (2) "Changing Relationships Between Schools and Industry" by Samuel M. Burt, (3) "Staffing Vocational-Technical Programs" by Rupert Evans, (4) "Vocational Education for Disadvantaged Groups" by Laure Sharp, (5) "Comprehensive Education, Redefined for a Humanist Society" by Marvin Feldman, and (6) "Lessons from Other Countries" by Norman Duffy. (GEB)

ED 050 277

Collected Papers Prepared Under Work Unit TEXTRUCT: Methods of Instruction in Technical Training.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—Hum RRO-PP-34-70

Pub Date Dec 70

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Autoinstructional Methods, Closed Circuit Television, *Computer Assisted Instruction, Educational Improvement, Instructional Technology, Instructional Television, Learning Theories, *Programed Instruction, *Technical Education

Although the concept of automated instruction is not new, it has gained major support only in the past 3 years. These 12 papers describe research in the area of instructional methods for technical training. The scientific principles of learning and their applicability to automated instruction are discussed, with emphasis on the role of automated instruction as a supplement to, rather than a replacement for, existing institutions and teachers. The papers include: (1) "Preliminary Studies in Automated Teaching" by R. F. Mager, (2) "Automated Instructional Methods for Technical Training" by P. G. Whitmore, (3) "Deriving and Specifying Instructional Objectives" by P. G. Whitmore, and (4) "A Rational Analysis of the Process of Instruction" by P. G. Whitmore. (BH)

ED 050 278

Holmes, Horace R.

Helping Employers Get Help: A Guide to Job Development and Work-Training Programs.

District of Columbia Manpower Administration (DOL), Washington, D.C.

Pub Date 70

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Agency Role, Disadvantaged Groups, Employment Interviews, *Employment Services, Information Services, *Interagency Coordination, *Job Training, Manpower Development, *Manpower Utilization, Occupational Information

The District of Columbia Manpower Administration (DCMA) is a federal agency established as part of the Department of Labor. It provides the leadership for an integrated system of cooperating manpower agencies working to bring people and jobs together. Two major tools for achieving the agency's goals are the Job Bank System and improved job development coordination. The Job Bank System is a clearinghouse for jobseekers and employers seeking workers, which produces a daily computerized listing of available jobs and training opportunities in the area. By using this listing in neighborhoods of high unemployment and coordinating job development activity, DCMA is moving toward a more comprehensive use of the total Washington Metropolitan Area manpower resources. Other aspects of this program include (1) Information Services, (2) Manpower Training Programs, (3) DCMA Technical Services, and (4) Suggested Guidelines for Employers of Disadvantaged Workers. (Author/JS)

ED 050 279

Occupational Orientation: An Introduction to the World of Work. Teachers Handbook. Preliminary Draft.

Mississippi State Univ., State College. Curriculum Coordinating Unit.

Spons Agency—Mississippi State Dept. of Education, Jackson.

Pub Date Aug 69

Note—226p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—"Career Planning, Course Organization, Educational Objectives, Instructional Materials, *Occupational Information, Resource Materials, Secondary Education, Student Enrollment, *Teaching Guides, Teaching Techniques, Testing, *Vocational Education

Identifiers—"Occupational Exploration
Developed by curriculum coordinating unit staff, this teacher's handbook was prepared for use in planning and implementing a course in career orientation. Material for the course is divided into eight instructional units which cor-

VT 013 062

respond to Roe's eight categories, namely: (1) Service, (2) Business Contact, (3) Organization, (4) Technology, (5) Outdoor, (6) Science, (7) General Culture, and (8) Arts and Entertainment. The course is recommended for the ninth grade level with an enrollment of from 10 to 20 students per class. The instructional procedure includes an overview phase, a transition phase, an exploration phase, and a projection phase. This final phase is expected to develop the student's ability to project an educational program designed to yield successful occupational entry and advancement. Also included in this handbook is information on testing, student objectives, teacher objectives, and suggested activities. (Author/JS)

ED 050 280

Comprehensive Statewide Planning for Vocational Rehabilitation Services, Connecticut. Final Report, Volume I.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Rehabilitation.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 30 Dec 68

Note—215p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Agencies, Community Attitudes, Community Organizations, Counseling Services, Educational Needs, Handicapped, *Interagency Coordination, Job Market, Legislation, Manpower Needs, *Program Improvement, Reports, *State Programs

The Statewide Planning Project for Vocational Rehabilitation Services was established by the Governor of the State of Connecticut to develop a master plan for vocational rehabilitation services. The entire state was considered and the project included citizens, public and private agencies, and representatives from professional groups. Five regional committees and many subcommittees met several times to discuss the problems of their respective localities. During the last year, five areas were studied: (1) Interagency Cooperation, (2) Prevalence of Disabilities, (3) Job Market and Manpower, (4) Research, and (5) Legislation. Specific recommendations include: (1) In planning for the immediate future, present estimates of disability should be used, (2) Systematic research must be carried out, (3) The number of counselors in the state mental hospitals should be increased, and (4) A working agreement should be made between the Department of Mental Health and the Division of Vocational Rehabilitation. Related documents are available as VT 013 093-013 096. (GEB)

ED 050 281

Comprehensive Statewide Planning for Vocational Rehabilitation Services, Connecticut. Final Report, (Appendix), Volume II.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Rehabilitation.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 10 Oct 68

Note—418p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Administrative Agencies, Community Attitudes, Community Organizations, Counseling Services, Educational Needs, *Handicapped, *Interagency Coordination, Job Market, Legislation, Manpower Needs, *Program Improvement, Reports, *State Programs, *Vocational Rehabilitation

This document contains the supplementary and supportive material on which the final report (Volume I) is based. Statistical reports of staff studies, summaries of testimony presented at public hearings, profiles and reports of regional committees, reports of technical committees, and reports of radio, television and newspaper coverage are presented. Related documents are available as VT 013 092 and VT 013 094-013 096. (GEB)

ED 050 282

Statewide Planning for Vocational Rehabilitation Services in Connecticut. Volume III—Summary Report.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Rehabilitation.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 30 Dec 68

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

VT 013 092

VT 013 093

VT 013 094

VT 013 095

VT 013 096

VT 013 097

VT 013 098

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VT 013 173

VT 013 174

VT 013 175

Descriptors—Administrative Agencies, Community Attitudes, Community Organizations, Counseling Services, Educational Needs, Handicapped, Interagency Coordination, Job Market, Legislation, Manpower Needs, Program Improvement, Reports, *State Programs, *Vocational Rehabilitation

This is a summary of the final report, contained in Volume I and II, of the Statewide Planning Project for Vocational Rehabilitation Services which was established by the Governor to develop a master plan for vocational rehabilitation services. For an abstract of that report see VT 013 092. Other related documents are available as VT 013 093, VT 013 095, and VT 013 096. (GEB)

ED 050 283

VT 013 095

Statewide Planning for Vocational Rehabilitation Workshops and Facilities, Connecticut. Final Report.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Rehabilitation.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date 69

Note—237p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administrative Agencies, Community Attitudes, Community Organizations, Educational Needs, Handicapped, Job Market, Manpower Needs, *Program Evaluation, Program Improvement, Questionnaires, Regional Programs, *Rehabilitation Centers, Reports, State Programs, *Vocational Rehabilitation, *Vocational Training Centers, *Workshops

This study focuses on the nature of rehabilitation facilities, the need for an expansion of those already in existence, and a possible increase in number so that the state can serve all of its handicapped persons by 1975. The general objective was to develop a statewide plan for workshops and rehabilitation facilities. Specific objectives were to identify and classify the existing facilities, improve the quality of services rendered, identify barriers to the proper utilization of workshops and facilities, and assure more effective use of federal and state funds. It was recommended that broader types of services be provided, that seven additional facilities with emphasis on vocational training services be established, and that general hospitals with small rehabilitation units should seek federal funds for expansion. Related documents are available as VT 013 092, 013 094, and VT 013 096. (GEB)

ED 050 284

VT 013 096

Peters, James S., II Grella, Frank C.

A Model Statistical Program for Vocational Rehabilitation.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Rehabilitation.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C.

Pub Date Jun 67

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Agencies, *Data Processing, Interagency Coordination, *Management Systems, Program Evaluation, *Program Improvement, Rehabilitation Centers, Reports, State Programs, *Statistical Analysis, *Vocational Rehabilitation, Vocational Training Centers

This report is a culmination of a study whose purpose was to devise a model statistical program which would provide effective and useful statistical information for a vocational rehabilitation agency. The statistical data comes from internal as well as from external sources. The program must gather, analyze, evaluate, and report the data to serve both the daily operating needs and the long-range planning and research needs of vocational rehabilitation. Also, the statistical information can be used to improve and augment the services rendered to clients. The model statistical program must be staffed by competent research personnel who are capable of using data process techniques. Related documents are available as VT 013 092-013 095. (GEB)

ED 050 285

VT 013 097

Divita, Charles, Jr.

Attitudes Toward Vocational Education in the Secondary Schools of West Virginia. Part II: Employers and Labor Leaders.

West Virginia Research Coordinating Unit for Vocational Education, Huntington.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 71

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Attitudes, Educational Needs, *Employer Attitudes, Financial Support, Industrial Personnel, *Program Attitudes, *Program Evaluation, Program Improvement, Questionnaires, School Role, State Surveys, *Vocational Education

It has become increasingly important to determine the attitudes of certain key segments of the population toward secondary school programs of vocational education. This report, Part II of a two-part series, deals with some of the attitudes toward these programs held by employers and by business, industry, and labor leaders. Data were collected by a questionnaire sent to approximately 1,628 persons of which 725 or approximately 45 percent responded. Findings include: (1) Vocational education was considered to be of much value and importance, (2) It was considered to be a rightful part of the secondary school, (3) The respondents felt that almost all students were interested in receiving some vocational training in high school, (4) They did not consider the programs too costly, and (5) They felt that there were insufficient number of programs because of a lack of money, lack of qualified teachers, and a "low status" stereotype associated with vocational education programs. Part I of the two part series, concerning attitudes of secondary school administrators and board of education members, is available as ED 029 994. (GEB)

ED 050 286

VT 013 121

Taylor, Lee, Ed. Leagans, J. Paul, Ed.

Workers in Agribusiness: Profile, Images, Recruitment, Mobility, and Occupations.

State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.

Spons Agency—New York State Dept. of Labor, Albany. Div. of Employment.

Report No.—Bull-1029

Pub Date Mar 70

Note—245p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Agribusiness, *Agricultural Education, *Agricultural Laborers, *Agricultural Occupations, Agricultural Personnel, Employment Opportunities, Occupational Mobility, *Occupational Surveys, Off Farm Agricultural Occupations, Questionnaires, Recruitment, Tables (Data)

Designed and conducted by a team of professors and research associates at New York State College of Agriculture, this study focuses on five primary areas of concern: (1) profile of firms and workers, (2) images of agribusiness work, (3) recruitment, (4) occupational mobility, and (5) agribusiness occupations and projections. Findings reveal that agribusiness workers are still often self-employed in a predominantly employee society. Although agribusiness workers are usually from rural backgrounds, the larger incorporated firms are less likely in their recruitment to prefer employees with rural backgrounds. The labor force exhibits low mobility, and most moves are from one job to another in the same area of industry. The greatest need for new agribusiness workers will be for unskilled labor in the processing sector. Methodology, tables, and questionnaires are appended. (GB)

ED 050 287

VT 013 197

Vocational Education: A Bibliography of Research.

National Advisory Council on Vocational Education, Washington, D.C.

Pub Date Jan 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, City Government, Educational Research, Federal Government, *Government Publications, Program Evaluation, *Reports, *Research, Research Tools, State Government, *Vocational Education

This document is a bibliography of research related to vocational education on the national, state and local levels. The references represented are the materials assembled for the comprehensive "Report of the Analysis Group, HEW Vocational Education Review Task Force," (available as VT 013 228 and VT 013 229 in this issue) and was prepared during the fall of 1970. A majority of the studies listed in this bibliography are un-

published reports prepared under contract for the Department of Health, Education and Welfare. Additionally, materials have also been included that were prepared for Congressional Committees and for the Departments of Commerce, Labor and Defense. Arranged alphabetically, individual entries include author, title, page listing, and date. The entries cover the period 1961-1970. (Author/JS)

ED 050 288

VT 013 199

Novosad, John P.

Implications of Computer Technology for Industrial Education.

Pub Date 71

Note—298p.; Ed.D dissertation; Wayne State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Computer Assisted Instruction, *Computer Oriented Programs, *Doctoral Theses, Educational Administration, Educational Needs, *Educational Practice, *Program Development, Research, Technological Advancement, *Trade and Industrial Education, Vocational Education

Industrial education, because of expanding technology, must acknowledge the changing realities of the world in which it functions and for which it prepares individuals to participate. Therefore, the purpose of this study was to examine selected public schools, at the elementary, secondary, and higher educational levels, for the purpose of identifying existing practices utilizing computer technology and/or related peripheral equipment. The study concentrated on the four areas of instruction, administration, research, and teaching about the computer and its use. As a result of the study a manuscript describing identified practices is being prepared to serve as a guide for the implementation of computer systems and/or related peripheral equipment in the field of industrial education. This study was completed by achieving the following objectives: (1) Practices with potential for the study were identified as a result of reviewing relevant literature and correspondence with selected individuals and institutions, (2) Selected schools and colleges were surveyed for the purpose of obtaining valid information on practices identified as having potential for the study, and (3) Practices and the hardware and software systems employed were reviewed in detail for the study. Conclusions and recommendations for each of the four areas are enumerated. (Author/JS)

ED 050 289

VT 013 213

Sellers, Walter E., Jr.

Family and Hired Labor Used on U.S. Farms in 1966.

Economic Research Service (DOA), Washington, D.C.

Report No.—Stat-Bull-459

Pub Date Dec 70

Note—49p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (AL-34:459, \$.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Agricultural Education, Agricultural Laborers, Agricultural Production, Agriculture, *Farmers, *Farm Labor, Farm Labor Supply, *Manpower Utilization, Occupational Surveys, *Rural Family, Statistical Data, Statistical Surveys

Based on data in the 1966 Pesticide and General Farm Survey, a comparison of labor-use practices of different types and sizes of farms showed that family workers were still the major source of farm manpower in 1966. Over half the farms with sales under \$2,500 used only family labor, yet only 6 percent of the large-scale farms operated with just family labor. Farmers hiring labor used more family labor than farmers not hiring labor. When hiring, operators of small farms mostly used seasonal labor. Seasonal hired help were used more in the Pacific and Southern Regions, with their most significant contribution on large vegetable and fruit and nut farms. Regular hired workers were the major source of hired manpower for large-scale farms and for most of the dairy and livestock operations in the Northern Regions. Total hours of labor used and proportion that was hired also varied by farm

type. A tobacco farmer used 3,625 hours of labor, with only 18 percent of it hired, while a vegetable farmer used 7,600 hours, with 63 percent of it hired. (Author)

ED 050 290 VT 013 214
Ohio PRIDE in Vocational Education. Parent and Student Survey.

Ohio State Dept. of Education, Columbus.

Pub Date Apr 71

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Surveys, Educational Philosophy, Educational Practice, Guidance Counseling, Occupational Guidance, *Parent Attitudes, Program Evaluation, *Student Attitudes, Vocational Counseling, *Vocational Education

Identifiers—Project PRIDE

PRIDE is an acronym derived from program review for improvement, development, and expansion of vocational education. Questionnaires were administered to 29,864 students and 15,463 parents to determine parent and student responses to vocational education. A general conclusion from statewide reports was that both adults and youth were positive in their response to vocational education. Respondents were in favor of vocational education, vocational guidance, and the educational programs which related to future employment and education beyond high school. The two extremes in this survey dramatically identified job placement as a less positive item contrasted to the overwhelming acceptance of experience as a prerequisite for the teacher in vocational education. Fifty-nine percent of the parents compared to 44 percent of the youth responded that they were satisfied with the school program in their school district. Both groups indicated a positive response that vocational instructors should assist vocational students with job placement in their first opportunity upon graduation. (GB)

ED 050 291 VT 013 228
Report of the Analysis Group, HEW Vocational Education Review Task Force. Volume 1.

Operations Research, Inc., Silver Spring, Md. Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 25 Sep 70

Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, *Content Analysis, *Data Analysis, Decision Making, Definitions, *Educational Attitudes, *Educational Needs, Educational Objectives, Federal Aid, Program Evaluation, Program Planning, *Vocational Education

This report, developed over a 17 calendar-day period, was prepared to quantitatively present the status of vocational education for use in identifying major issues and problems, and in indicating implications for the future. Findings and recommendations are to be used as a background for considering alternative policy decisions regarding vocational education, and are presented for each of seven major sections: (1) main elements of the vocational education system, (2) major institutions, outside the public school system, that provide vocational education, (3) the public school vocational program, (4) factors influencing vocational education, (5) vocational education objectives, (6) comparison of vocational education with manpower programs in a cost-effectiveness framework, and (7) the role and impact of federal funding. The supporting appendices are available as VT 013 229. (GEB)

ED 050 292 VT 013 229
Report of the Analysis Group HEW Vocational Education Review Task Force. Volume 2: Appendices.

Operations Research, Inc., Silver Spring, Md. Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 25 Sep 70

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Content Analysis, *Data Analysis, Decision Making, Definitions, Educational Attitudes, *Educational Needs, Educational Objectives, Federal Aid, *Program Evaluation, Program Planning, *Statistical Data, *Vocational Education

This document contains the appendices for the report prepared by an analysis group that quan-

tatively presented the status of vocational education and implications for the future. Appendixes A-F contain: (A) documentation supporting the discussion of the vocational education system, (B) documentation supporting the discussion of measuring achievement of objectives in an economic sense, (C) planning and evaluation activity, (D) a new approach to vocational education, (E) the "marketable skill" concept, and (F) a bibliography. The complete report of the analysis group is available as VT 013 228 in this issue. (GEB)

ED 050 293 VT 013 232

Tiedeman, David V. And Others

Thought, Choice, and Action: Processes of Exploration and Commitment in Career Development. Volume I.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date Aug 67

Note—375p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Behavioral Science Research, *Career Choice, Career Planning, *Cognitive Processes, Concept Formation, *Decision Making, Information Seeking, Information Systems, Learning Processes, Learning Theories, Literature Reviews, Models, Research Needs, Self Concept, Thought Processes, Vocational Counseling, *Vocational Development

Identifiers—Career Development, *Harvard Studies of Career Development

This document, the first of two volumes, contains papers that represent recent work in career development research at Harvard University. The purpose of the papers is to review, clarify, and offer a critical commentary on several issues crucial to current research and to emphasize a point of view from which important resources of conceptual analysis can be brought to bear on the issues. Section I, Developmental Context, and Section II, "Stock Taking" include the following chapters: (1) The Harvard Studies in Career Development: Retrospect and Prospect, (2) Decision and Vocational Development: A Paradigm and its Implications, (3) The Self-Concept: A Critical Analysis, (4) Self as Process, (5) The Self-Concept: A Construct in Transition, (6) From Self-Concept to Personal Determination in Career Development, (7) Occupational Psychology and Guidance in Education: Foundations For a Language in Career Development, (8) Personally Determined Career and Entrepreneurial Behavior: Annotated Texts and Contexts, (9) Current Findings: Precursors of New Directions, and (10) Creativity and Career. Volume II, a continuation of these papers, is available as VT 013 233. (GEB)

ED 050 294 VT 013 233

Tiedeman, David V. And Others

Thought, Choice, and Action: Processes of Exploration and Commitment in Career Development. Volume 2.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date Aug 67

Note—325p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Behavioral Science Research, *Career Choice, Career Planning, *Cognitive Processes, Concept Formation, *Decision Making, Information Seeking, Information Systems, Learning Processes, Learning Theories, Literature Reviews, Models, Research Needs, Self Concept, Thought Processes, Vocational Counseling, *Vocational Development

Identifiers—Career Development, *Harvard Studies of Career Development

This document, the second of two volumes, is a continuation of papers that represent work in career development research at Harvard University. Section III, Choosing as Figure in the Styling of Life, Section IV, Conceptual Integration, and Section V, Professional Implications, include the following chapters: (11) A Return to Models: Differentiation and Integration in Personality Development, (12) The Organization and Intention of a Proposed Data and Educational System for Vocational Decisions, (13) Aspects of Imagination in the Learning Process, (14) Recent Developments and Current Prospects in Occupational Fact Mediation, (15) The Forms of Language and the Forms of Life in the Conduct of Inquiry, (16) Vocational-Technical Education and Occupational Guidance, (17) Liberation

Through Education, and (18) Predicament, Problem, and Psychology. Three appendices and a 33-page reference list are included. Volume I of these papers is available as VT 013 232. (GEB)

ED 050 295 VT 013 234

Marland, S. P., Jr.

Career Education—More Than A Name.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.

Pub Date 71

Note—14p.; Speech Presented to the Meeting of State Directors of Vocational Education (Annual, Washington, D.C., May 4, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Opportunities, Careers, Education, Educational Finance, *Educational Innovation, *Educational Philosophy, Educational Programs, Educational Research, *Program Descriptions, Speeches, *Vocational Development, *Vocational Education

Identifiers—*Career Education
The career education concept should replace vocational education so that more of the American people can receive the benefits that are being provided students in vocational education. It is necessary to begin to construct a sound, systematized relationship between education and work, a system which will make it standard practice to teach every student about occupations and the economic enterprise and which will increase career options for each individual. The National Center for Educational Research and Development is concentrating on the development of three model career education programs. The first model, oriented directly toward the school setting, would affect kindergarten through junior college by reshaping the curriculum to focus directly on the concept of career development. The second model would be created, developed, operated, and supported primarily by business in companionship with the schools. This program would concentrate on the 13 to 20 age group who have left school without needed competencies. The final model is a plan to use the home and community institutions to reach and teach persons with limited formal school and skills needed in successful employment. Such programs will give vocational education the national prestige that it needs. (GB)

ED 050 296 08 VT 013 235

Morgan, Robert L. And Others

The Plan for Implementation of an Exemplary Occupational Education Program in a Rural Community.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—Ctr-Occas-Paper-8

Bureau No.—BR-7-0348

Pub Date 70

Grant—OEG-2-7-070348-2698

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), Counseling, *Demonstration Programs, Elementary Schools, High Schools, Job Placement, Middle Schools, Occupational Guidance, *Program Descriptions, Program Design, Program Planning, Rural Schools, *Rural School Systems, Secondary Schools, Vocational Counseling, *Vocational Education

Identifiers—*Occupational Exploration

The purpose of this paper is to present an outline of the occupational education program that is being implemented in the rural community of Apex, North Carolina. Cast in the form of an exemplary program and representing a total approach to the problem of occupational education for elementary and secondary school children, the program will provide an integrated educational experience in which each component of the educational system is carefully matched with every other component to produce the greatest possible efficiency. The Apex program is designed to provide for four phases: (1) increased attention to counseling and placement, (2) introduction of occupational education into the lower grades, (3) expansion of occupational education in the middle grades, and (4) provision for additional occupational education and guidance services in upper grades. The all-inclusive goal of this exemplary program is to demonstrate the feasibility of implementing a comprehensive oc-

cupational education program in a rural school system. The process objectives are included, and the product objectives are appended. (GB)

ED 050 297

VT 013 256

Key, Evelyn R.

Vocational Education: Characteristics of Teachers and Students, 1969.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—OE-80073

Pub Date 71

Note—82p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

D.C. 20402 (HE5.280:80073, \$.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Family Characteristics, Income, Post Secondary Education, Professional Services, *Professional Training, Program Evaluation, Programs, Secondary Education, *Student Characteristics, *Student Enrollment, *Teacher Characteristics, *Vocational Education, Work Experience

Despite the long existence of vocational education in the school system, very little is known about the characteristics of the participants. Thus, this report presents the findings of a study of the characteristics of vocational education

teachers and students. Information on the professional qualifications and teaching experiences of teachers is examined in relation to other characteristics and to the types of vocational education programs being taught. Information on students includes individual and family characteristics, program and labor force activity, and plans for the future. Among the findings of this report are: (1) The typical vocational education teacher is a male in his early 40's, (2) Median earnings of vocational education teachers are approximately \$8,700 for a contract year, and (3) There are slightly more female vocational students than male students. However, males outnumber females at the postsecondary level. (Author/JS)

The first of these is the fact that the population of the United States is increasing at a rapid rate. This is due to a number of factors, including a high birth rate and a low death rate. The second factor is the fact that the population is becoming more urbanized. This is due to the fact that people are moving from rural areas to cities in search of better living conditions and employment opportunities. The third factor is the fact that the population is becoming more educated. This is due to the fact that more people are attending school and obtaining higher levels of education.

The fourth factor is the fact that the population is becoming more mobile. This is due to the fact that people are moving from one part of the country to another in search of better living conditions and employment opportunities. The fifth factor is the fact that the population is becoming more diverse. This is due to the fact that people from different ethnic backgrounds and cultures are moving to the United States and settling there. The sixth factor is the fact that the population is becoming more affluent. This is due to the fact that the standard of living in the United States is high and people are able to afford more goods and services than in other countries.

The seventh factor is the fact that the population is becoming more health conscious. This is due to the fact that people are becoming more aware of the importance of maintaining good health and are taking steps to do so. The eighth factor is the fact that the population is becoming more environmentally conscious. This is due to the fact that people are becoming more aware of the impact of human activities on the environment and are taking steps to reduce that impact. The ninth factor is the fact that the population is becoming more technologically conscious. This is due to the fact that people are becoming more aware of the importance of technology in modern society and are taking steps to stay up-to-date with the latest technological advances.

The tenth factor is the fact that the population is becoming more socially conscious. This is due to the fact that people are becoming more aware of the needs of other people and are taking steps to help them. The eleventh factor is the fact that the population is becoming more politically conscious. This is due to the fact that people are becoming more aware of the importance of participating in the political process and are taking steps to do so. The twelfth factor is the fact that the population is becoming more economically conscious. This is due to the fact that people are becoming more aware of the importance of managing their money wisely and are taking steps to do so.

The thirteenth factor is the fact that the population is becoming more culturally conscious. This is due to the fact that people are becoming more aware of the importance of preserving their own culture and are taking steps to do so. The fourteenth factor is the fact that the population is becoming more environmentally conscious. This is due to the fact that people are becoming more aware of the impact of human activities on the environment and are taking steps to reduce that impact. The fifteenth factor is the fact that the population is becoming more technologically conscious. This is due to the fact that people are becoming more aware of the importance of technology in modern society and are taking steps to stay up-to-date with the latest technological advances.

The sixteenth factor is the fact that the population is becoming more socially conscious. This is due to the fact that people are becoming more aware of the needs of other people and are taking steps to help them. The seventeenth factor is the fact that the population is becoming more politically conscious. This is due to the fact that people are becoming more aware of the importance of participating in the political process and are taking steps to do so. The eighteenth factor is the fact that the population is becoming more economically conscious. This is due to the fact that people are becoming more aware of the importance of managing their money wisely and are taking steps to do so.

The nineteenth factor is the fact that the population is becoming more culturally conscious. This is due to the fact that people are becoming more aware of the importance of preserving their own culture and are taking steps to do so. The twentieth factor is the fact that the population is becoming more environmentally conscious. This is due to the fact that people are becoming more aware of the impact of human activities on the environment and are taking steps to reduce that impact. The twenty-first factor is the fact that the population is becoming more technologically conscious. This is due to the fact that people are becoming more aware of the importance of technology in modern society and are taking steps to stay up-to-date with the latest technological advances.

The twenty-second factor is the fact that the population is becoming more socially conscious. This is due to the fact that people are becoming more aware of the needs of other people and are taking steps to help them. The twenty-third factor is the fact that the population is becoming more politically conscious. This is due to the fact that people are becoming more aware of the importance of participating in the political process and are taking steps to do so. The twenty-fourth factor is the fact that the population is becoming more economically conscious. This is due to the fact that people are becoming more aware of the importance of managing their money wisely and are taking steps to do so.

The twenty-fifth factor is the fact that the population is becoming more culturally conscious. This is due to the fact that people are becoming more aware of the importance of preserving their own culture and are taking steps to do so. The twenty-sixth factor is the fact that the population is becoming more environmentally conscious. This is due to the fact that people are becoming more aware of the impact of human activities on the environment and are taking steps to reduce that impact. The twenty-seventh factor is the fact that the population is becoming more technologically conscious. This is due to the fact that people are becoming more aware of the importance of technology in modern society and are taking steps to stay up-to-date with the latest technological advances.

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Structure and Function: A Behavioral and Systemic Interpretation. ERIC-IRCD Urban Disadvantaged Series, Number 20.

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The following clearinghouse prefixes are used:

AA — Leasco Systems and Research
AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Management
EC — Exceptional Children
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
HE — Higher Education
JC — Junior Colleges
LI — Library and Information Sciences

PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science and Mathematics Education
SO — Social Science Education
SP — Teacher Education
TE — Teaching of English
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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